



Clowning Around!

the **SHAKERITE**

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DECEMBER 15, 1988

# Fights put skating party on thin ice

BY STEVE LEE AND STACY SCHLEIN  
Staff Reporters

High spirits at the Nov. 19 Student Council sponsored skating party were dampened when a brawl broke out at Thornton Park involving students from Shaker, Cleveland Heights and Warrensville.

"It was an absolute mess, in every sense of the word," Thornton Park rink Supervisor Griffin Allen said.

No weapons were involved and no arrests were made.

"Points were brought to our attention which lead us to believe the high school administration was neglectful in providing adequate protection and failed to appropriately check student IDs," Allen said.

Thornton Park Superintendent Mark Paluzki places no blame on the administration or the security at the rink.

"We feel the school not only provided security and chaperones, but the security people reacted in such a way as to minimize the disturbance by quickly reacting in contacting the Shaker Police Department," Paluzki said.

Principal Jack Rumbaugh admits that student ID's were not checked, but he believes that such measures should not be necessary, nor should it be the responsibility of the high school to check ID's.

According to Student Council adviser Mark Hoskins, the skating party was intended to be a closed party for Shaker students. Despite attempts to enforce this, students from other schools were able to enter the rink.

"The students from other schools just came to have fun," junior Valia Stovall said.

However, junior Antoine Walton believes that many of these students

came for the sole purpose of fighting.

"Shaker students are territorial about their high school and their city," Hoskins said. "There is a perceived tension that they must fight for their territory."

Hoskins also cited the traditional rivalries among Shaker Heights, Cleveland Heights, Shaw and Warrensville as a reason for the fighting.

History teacher Terry Pollack, a 1958 Cleveland Heights graduate, recalls that a strong Shaker Heights-Cleveland Heights rivalry existed when he was a student—there was no violence.

Rumbaugh believes rivalries can be healthy and constructive, but he will not tolerate the "hoodlum-like activities" that have resulted from them. Rumbaugh has said that he would go as far as eliminating any skating parties or other school parties.

Hoskins and Rumbaugh have suggested videotaping all school related events to more easily determine who was involved in the fighting, better enforcement of checking student IDs at events and establishing a parent review committee.

"Staffs from [the administration and Thornton] agreed future fundraisers should have tighter control on those admitted to such events by checking school ID's," Paluzki said.

The policy for a student involved in a fight with someone from another school is a 10-day out of school suspension. If the fighting is found to be gang-related, the student will receive an 80 day expulsion from school as well.

Hoskins said that if someone is caught fighting, they should be automatically expelled.

Hoskins and Rumbaugh point out that only a small minority of Shaker students were involved in such fights. Both regret that the rest of the students have to suffer as a result of these offenders' actions.



**GLIDING ON THE ICE.** Members of the Step Off Crew need no skates to slide on the ice at the Student Council sponsored Thornton Park skating party, Nov. 19. A series of fights disrupted this night of dancing and socializing, when a group of outsiders crashed the party. The administration and the staff at Thornton have both agreed on tighter security. PHOTO BY EVAN WEINSTEIN.

# Contract negotiations at impasse

BY JOSH LEVY  
Front Page Editor

The school board and the Shaker Heights Teachers Association (SHTA) have been at an impasse since Nov. 12 regarding negotiations of the teachers' contracts for the next three years.

The board proposed a salary increase for teachers of 2.6 percent in the first year, a 2.5 percent increase in the second year and a 2.5 percent increase in the third year. The board is also asking the teachers to compensate for any increase in their health care premiums from Jan. 1, 1989.

According to SHTA chief negotiator and social studies teacher Sal Fabrizio, the association does not believe the board's proposals are adequate.

"You never know what the insurance will be," SHTA President Antonio Otero said. "In real terms, you are talking about a pay cut."

Fabrizio said the SHTA is proposing an eight percent salary increase for teachers in the first year, a seven percent increase in the second year and a six percent increase in the third year with a reopener clause. He explained that a reopener clause is necessary, so that the terms of the contract would meet the Consumer Price Index for urban areas.

Fabrizio added that the SHTA is insisting on maintaining the current policy regarding teachers' premium payments, in which the school covers the teachers' premiums.

According to Fabrizio, another major issue of contention is a retirement buy-out, where teachers can retire after working in the district for 27 years as opposed to the present 32 years.

He believes that the drop in the student population at Shaker from approximately 1,650 students this year to 1,450 next year would mean that more teachers would be released.

"I would think that a retirement buy-out

would come from the administration," Fabrizio said. "It will save money because experienced higher paid teachers will retire and be replaced by cheaper younger teachers."

The board does not want to risk a retirement buy-out and lose the high quality in its staff.

"We do not want to see our senior teachers go. We want the best possible teachers at all times," Superintendent Mark Freeman said. "A retirement buy-out would only serve [the school] if we were going to dramatically reduce a number of teachers."

According to Fabrizio, the board is pushing to extend the school day by a half hour, but the SHTA wants to maintain the current language in the contract.

Due to the stalemate in the negotiations, the board and the SHTA are entering a fact finding session Dec. 10. Here, an advisory panel will construct suggestions on how to settle the negotiations. The panel consists of Paul Lefkowitz,

an attorney appointed by the SHTA, David Millstone, an attorney appointed by the school board, and Dr. Harry Graham, an arbitrator and professor of business at Cleveland State University.

"These are not binding, but they will be ways of hopefully concluding negotiations and making sure the settlement is reasonable for both groups," Freeman said.

Both the board and the SHTA agree that a fast settlement would be the best solution.

"We, as teachers, will do whatever we have to do to get an equitable settlement which benefits the students," Otero said.

Board President Earl Leiken said that it is not the board's policy to negotiate through the media but rather through the bargaining team.

The present teachers contract, effective until Dec. 31, 1988, states in section 4.03, i. that while negotiations are in progress, releases for news media concerning negotiations shall be approved by both parties.



## Task force decides on condominiums

BY SUSAN CONNELLY  
Staff Reporter

On Oct. 18, the school board voted unanimously to change the Malvern School building into luxury condominiums. The Malvern Task Force had been seeking an alternative use for the elementary school building since its vacancy in 1986.

The task force investigated many possibilities before deciding on condominiums. The most popular options were to convert the school into a neighborhood park, to rent out the building or to convert it into condominiums.

Chairman of the Task Force Isaac Schulz said that luxury condominiums are much more beneficial than many of the other options because the basic exterior structure of the building will remain.

"The building is too beautiful to destroy. Luxury condominiums that are nicely landscaped will improve the neighborhood," said

Schulz.

Other residents oppose the proposal. "It is a joke. The school board is giving it away for a dollar to the city," said Candy Alston, who attended Malvern as a child.

Alston said that current overcrowding in the elementary schools will force the school board to reopen one of the buildings.

"Some kids will have been in three elementary schools before they even reach Woodbury," said Alston.

In addition to this, Alston has other problems with the condominium plan. She said that there will be difficulties in building a multi-family complex in an area where all the houses are single-family arrangements.

Although Schulz admits there is opposition to his proposal, he is convinced that those people against it are not aware of all the elements involved. Once they are fully informed of the plan, Schulz said that opposition would be minimal.

## SGORR prides itself on increased membership, student interest

BY STEVE LEE  
Staff Reporter

Because of its increased membership, the Student Group on Race Relations [SGORR] will be able to expand its program to Shaker Middle School this year. Here, SGORR will try to reinforce some of the concepts that were introduced in the sixth grade.

SGORR visited sixth grade classrooms at Woodbury Elementary School on Nov. 2 and 3 to discuss the pressures of race relations and the factors that could separate students from their friends.

Discussions involved terms such as defer judgement, prejudice, discrimination, stereotype, minority and polarization. SGORR members also conveyed the importance of risk, trust and support in human relations.

According to SGORR adviser Marcia Jaffe, a sixth grade teacher at Woodbury, students in her class were expecting a mundane discussion

According to senior core member Warren Phipps, "It gives [students] an idea of where their perceptions are coming from."

Through the SGORR program, sixth graders are taught different methods of dealing with others.

"The students get the opportunity to learn about human nature and effective responses to different kinds of human interaction," said Woodbury Assistant Principal John Addison.

However, Addison also said that the SGORR members themselves pick up certain skills. Aside from learning alternative methods of responding to different situations, Addison believes that members develop skills of leadership, planning, organizing, speaking, supervision and poise.

Jaffe said that students gain a sense of unity from being part of SGORR, and friendships are formed that last well beyond high school.

Proof of Jaffe's theory is the Nov. 26

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—ASSISTANT PRINCIPAL JOHN ADDISON

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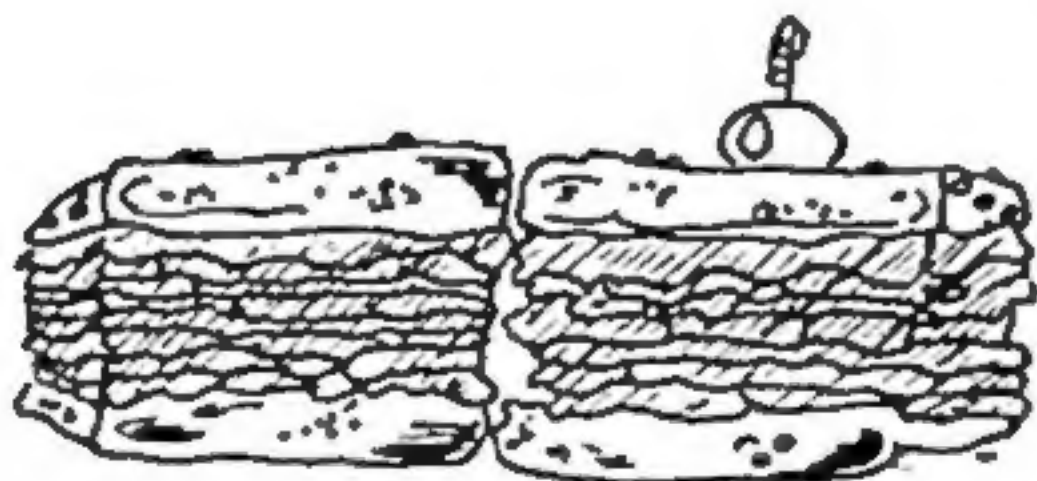
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Happy Holidays

## Shaker sponsors events in honor of Martin Luther King Day

BY KRISTIN MCGOVERN  
News Editor

In honor of Martin Luther King Day, Shaker is sponsoring a performing arts competition on Jan. 8 and a celebration day on Jan. 12.

The performing arts competition includes solo and group singing, instrumental music and oratory performances. There is also an essay competition that is open to grades seven through 12. The competition will be held in the large auditorium at 4 pm. Prizes will be awarded. Accepted art work will be exhibited at the Cleveland Institute of Art Jan. 14-29.

The celebration day of Martin Luther King is sponsored by the Shaker Heights Human Relations Commission. It will include guest speaker Louis Stokes who represents the 21st congressional district of Ohio. Stokes will speak about King's influence and how his

struggle for equality led to the Civil Rights Act. He will also touch on the affects that legislation has on Americans' lives.

According to community liaison coordinator Anne Adamson, Stokes himself was influenced by Martin Luther King. Stokes was the first black member of Congress from the state of Ohio and is now Dean of the Ohio Democratic Congressional delegation. He served as the Chairman of the House Intelligence Committee and served in the U.S. army during World War II. Stokes is characterized by his "dedication to the ideals that characterized the life of Dr. Martin Luther King."

The A Capella Choir will also participate in the Martin Luther King Day along with members of SGORR. 1984 graduate and former SGORR member Kenneth Danford will deliver a speech with senior Stacy Holman, who is a group leader.



## STUDENTS SEEK SCHOLARSHIP

Senior Tim Schnall won a scholarship in the Ohio High School Philosophy Contest for essays on the ethics of truth-telling. Juniors Maureen Mahowald and Josh Polster were finalists.

There were 58 finalists out of the 464 students who entered and out of these finalists, 15 scholarships were awarded at Bowling Green University on Nov. 29.

Jon Bender and Carol Van Valkenburg were the students' English teachers.

## BAND TRAVELS TO GOSLAR

The wind ensemble, concert band and jazz ensemble will travel to Goslar, West Germany, during spring break of 1990.

According to band director Hans Bohnert, Shaker has participated in an exchange program with Goslar for the past 10 years.

"This trip will provide our Shaker band students with a once-in-a-lifetime musical and cultural experience," said Bohnert.

Approximately 165 students will go on this trip. Band members sold fruit in early November to assist the cost of their trip.

This spring, the wind ensemble and concert band plan to participate in the Ohio Music Education district and state contest. The jazz band will take part in the Cuyahoga Community College jazz festival as well as the Lakeland jazz festival.

## PAPER WINS PACEMAKER

The Shakerite won one of six National Pacemakers given by the National Scholastic Press Association and the Journalism Education Association. This award is the highest given by these organizations. The newspaper was judged by the Washington Post on coverage, content, writing and editing, design, photography, art, graphics and opinion content. The award was received at the national convention held in

# Finalist in philosophy contest wins scholarship

## the BRIEFS

SHAKERITE

Washington, D.C. on Nov. 20. The editors of the Shakerite and adviser Sally Schwartz were acknowledged at the December board meeting.

## SWAE-ING TOWARDS SUCCESS

Students working toward Academic Excellence (SWAE) is a school sponsored activity designed to "make academics a priority in school" said teacher sponsor Henry Woodard. SWAE was created three and a half years ago with a group of 15 to 20 students. A main goal of SWAE is to expand and grow. This year, over 80 active members are part of SWAE.

Meetings, fund raisers and rap sessions are activities that members are urged to attend. An important goal is to promote pride in earning better grades. Members help inspire students not stimulated enough to work hard. General and specific study sessions are offered.

Guest speakers are often invited to act as role models and to provide motivation for students to succeed. According to some members, students are often led astray in their purpose of attending school. The purpose of SWAE is to remind students that they are here to learn.

## SEMANTEME TO DISTRIBUTE

Semanteme, the student literary magazine, is preparing for a December distribution of their magazine which includes poetry, literature and

art work.

The editors, seniors Tara McElroy and Shana Mathur, meet with the members of Semanteme weekly and are considering a new "International" section of the magazine. This section would consist of literature and art from foreign exchange students in their native languages.

Because the group is lacking new entries, everything published in the December issue will be from previously-submitted works. A second issue of the magazine will be distributed in the spring.

## LATIN, ALIVE AND BOWLING

Yearning for a taste of what the ancient Roman culture was like? Look no further than Latin Club where the members are considering sponsoring a chariot race, a re-inactment of an event at the Coliseum or a make-believe sacrifice.

According to adviser Jane Elbrecht, these events will not only raise money, but will also make the club more noticeable. Other events that the club has planned are volleyball games, bake sales, a toga contest and a trip to Columbus. Their first fund raiser was a bowlathon on Dec. 3, which will help fund the annual Latin banquet in

From April 14 to 16, Latin club members will travel to Columbus for the Junior Classical League Convention where 3000 Latin students from Ohio will compete in categories such as

grammar and mythology. Other programs at the convention include "Jeopardy"-type games and chariot races.

The Latin club recently elected its officers. Consuls are juniors Rick Smith and Ori Gottlieb; aedile is junior Andrew Jorgensen. These officers will help decide events for the year.

## LIVING MEMORIAL

The science department has donated two linden trees in honor of two science teachers who died last year, Charles Brenner and David Sanford. The "living memorial," according to department head David McNamara, was funded by all the science staff members through the Shaker Schools Fund.

There will also be a plaque on display and art students will design a poster, also in honor of these teachers.

The trees are planted just outside of the science wing of the school.

## LIBRARY LEGISLATES POLICIES

Because of students' failure to return books and comply with the library policy, new rules have been instituted.

The library now insists that students show valid picture identification cards to take out books. Students who have overdue books or owe fines are restricted from using the library during free periods and are not allowed to take out any library materials. New procedures are also in effect for students who are on the overdue/fine list. If a student is on this list for two weeks, he or she will receive one reminder notice in homeroom; three weeks on the list designates a conference with the librarian; after four weeks a letter is sent to the student's home; and five weeks on the list requires a detention. According to the overdue problem and reduce the number of unreturned and lost books.

—FROM STAFF REPORTS—

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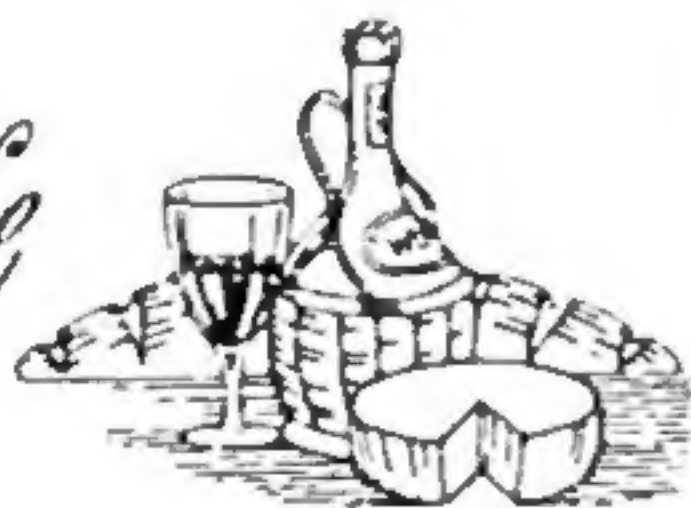
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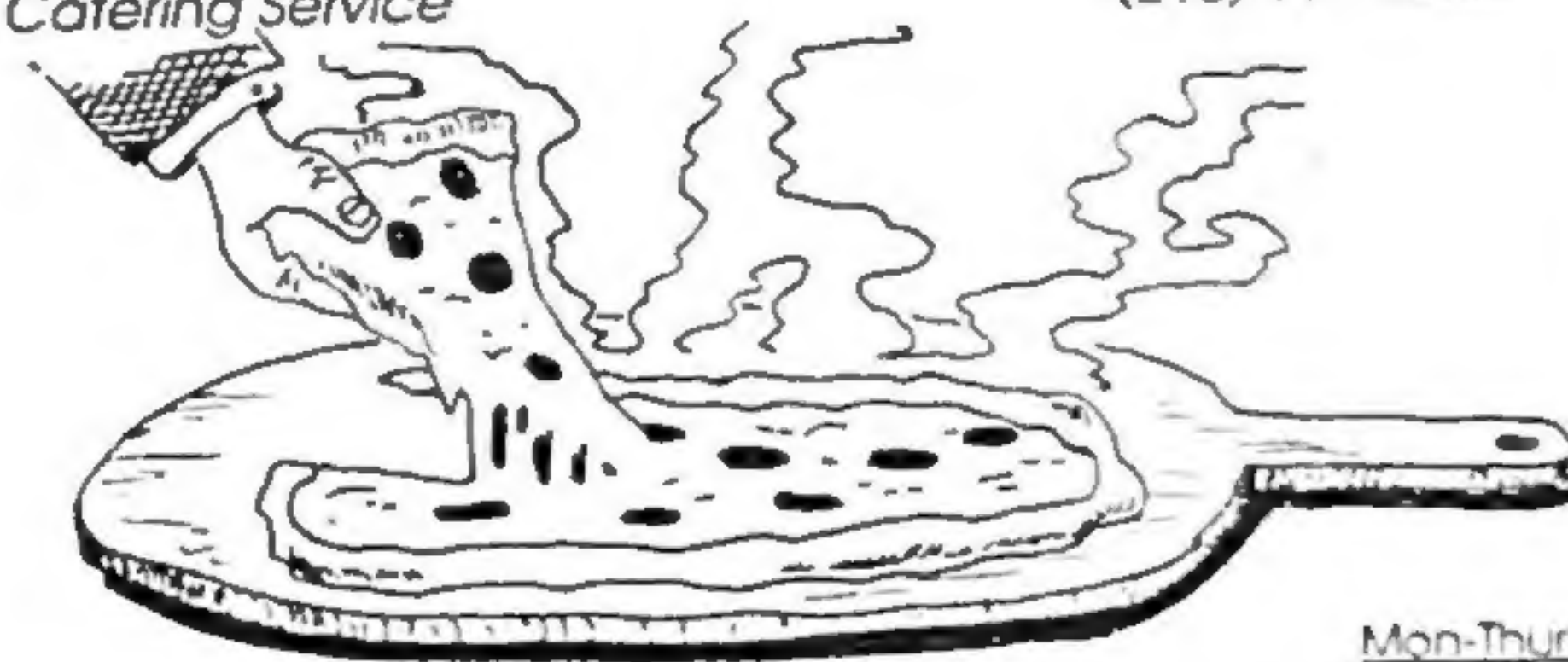


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# ISS: Administration considers cancelling in-school suspension and replacing it with other disciplinary programs

BY KRISTIN MCGOVERN  
News Editor

The administration is questioning whether or not in-school suspension (ISS) is an effective and worthy punishment for students and whether it is advantageous to the system.

According to principal Jack Rumbaugh, the purpose of in-school suspension is to "provide an alternative to out-of school suspension." Students are sentenced to in-school suspension for smoking, fighting, not obeying a teacher, swearing, failing to attend Saturday school and otherwise disrupting the educational process. The unit principals prescribe the length of the punishment based on its seriousness. According to unit principal Richard Vlah, each case is considered individually.

"Although in-school suspension is not as severe as out-of-school, it is actually more confining. Students are required to sit still and study instead of sleeping late and watching TV at home," said Vlah.

ISS, which draws about 45 students monthly, utilizes outside resources, such as academic counselors, the youth center and occasionally the school psychologist. Through

the student's problem and refer him to other resources and counselors if needed.

According to Ann Crawford, who has been in charge of the program for five years, "in-school suspension is valuable because we pull people in and examine their problems apart from their friends and apart from the normal setting."

Crawford views ISS as an opportunity for students and teachers to address academic problems and deficient classwork. Students may get

*"The positive part of [ISS] is that it maintains a child in school...On the other hand, how wise is it to spend money and teacher's hours?"*

—PRINCIPAL JACK RUMBAUGH

help on their homework as well, which Rumbaugh supports.

"The positive part of in-school suspension is that it maintains a child in school and forces him to work and turn his assignments in. On the other hand, how wise is it to spend money and waste teacher's hours?" said Rumbaugh.

In-school suspension ties up two staff positions, utilizes classroom space and is costing the system \$75 thousand per year.

"I'm not sure if in-school suspension is appropriate. [The teachers in charge of ISS]

could be reassigned to classrooms, which would mean a slight decrease in classroom size," said Rumbaugh.

Crawford thinks that in-school suspension is successful because only about four percent of the September ISS students returned in October. She believes that ISS is being threatened because there are not enough students to justify it.

On Dec. 5, there was only one student in ISS who got a two-day sentence for forging a pass.

Newby is against the cancellation of in-school suspension.

"I would rather see it stay open because...often the students who wind up getting suspended are also the students having trouble with academic work. ISS is a place where they can get course work up to date," Newby said.

Newby also said he favors the positive student-teacher relationship that ISS promotes.

If in-school suspension were cancelled, the only alternatives would be Saturday school and out-of school suspension, according to Trost. Rumbaugh said that parent-teacher conferences would also be more prevalent.

"I have to weigh the alternatives and make a value decision. I either have to maintain in-school suspension with alternatives or I have to phase it out and reallocate those teacher hours into the classroom," said Rumbaugh.

Rumbaugh plans to evaluate the entire process second semester. For starters, he will reduce in-school suspension as a means of punishment and examine its effectiveness. By June 1989, Rumbaugh and the administration will collectively decide the fate of a 15-year old institution, an issue that Vlah claims "has always been kicked around."

## Survey to inform school of student drug use

BY LISALA PEERY  
Staff Reporter

On Oct. 18, students took a survey in home-room designed to get information about each student's knowledge of and experience with alcohol and drugs.

According to Chemical Concerns Coordinator Robert Annandale, the survey was used to find an exact problem and the size of it.

"We need concrete data and a baseline number of kids using drugs more than they should before we can start a program helping them," said Annandale.

Psychologist for the Shaker Heights School system Dr. Reginald Blue picked the survey and with the results will probably start an educational drug program and prevention service for Shaker students.

The survey was sponsored by Project CARE [Chemical Abuse Research and Education] and was heavily subsidized by Burger King, according to Annandale.

Because this survey was open to all school systems in and around the Cleveland area, it is unknown when the results will be returned.

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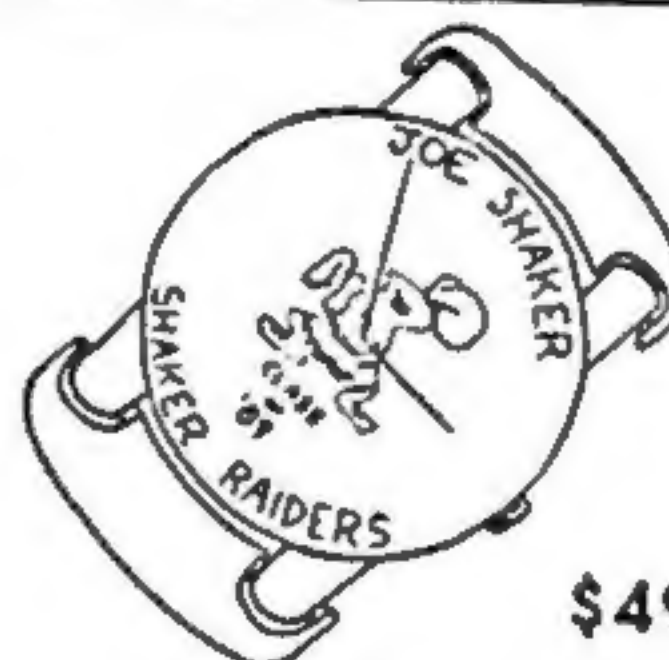
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# Tenure ensures professional status

BY MARYANN JANOSIK-GHIANDONI  
Guest Writer

The history of education in the United States shows us that teaching has been a temporary position. During the colonial period, hopeful ministers and divinity students earned a few dollars teaching Puritan children Biblical morality from the New England Primer. By the 19th century, teachers were usually starving law students and unmarried women, both temporary positions en route to legal fame and marital bliss. Since the turn of the century teachers have been called "professionals," and teaching has been considered more than a stepping stone to another career. Today, more teachers view their job as a career rather than a temporary position. Consequently, teachers have discovered that freedom to teach as they choose and the need to be regarded as professional have not been easy to obtain. These issues are part of that which is at the core of something called tenure.

Tenure does not mean job security. If school systems are forced to lay off teachers, seniority determines who goes and who stays. Teachers with tenure who are low on the seniority poll may find themselves looking for employment elsewhere. Two-thirds of public school teachers in

Ohio do not have tenure. Private and parochial schools do not generally grant tenure, except on an individual basis. What, then, is the purpose of tenure and how does a "good" teacher obtain it?

First, tenure means due process. It protects "good" teachers from vindictive administrators, parents and school boards. It allows teachers to choose what they will emphasize in their course and how they will emphasize it. For example, it permits a teacher of American History to highlight political history over social history, and, at the same time, allows another American History teacher to do just the opposite.

Choosing the best course of study implies that teachers are "experts" in their field. Consequently, tenure is not granted lightly. To be considered for tenure, a teacher must teach for three out of five years, have received a Master's Degree (or its equivalent), and be evaluated by his or her department chair, associate principal and principal. These credentials and recommendations are given to the Board of Education which votes on each candidate's application. If tenure is granted, the teacher is still evaluated every four years and evaluations are kept in his or her permanent file. Tenure thus grants teachers a certain degree of autonomy and freedom to teach according to their academic expertise and

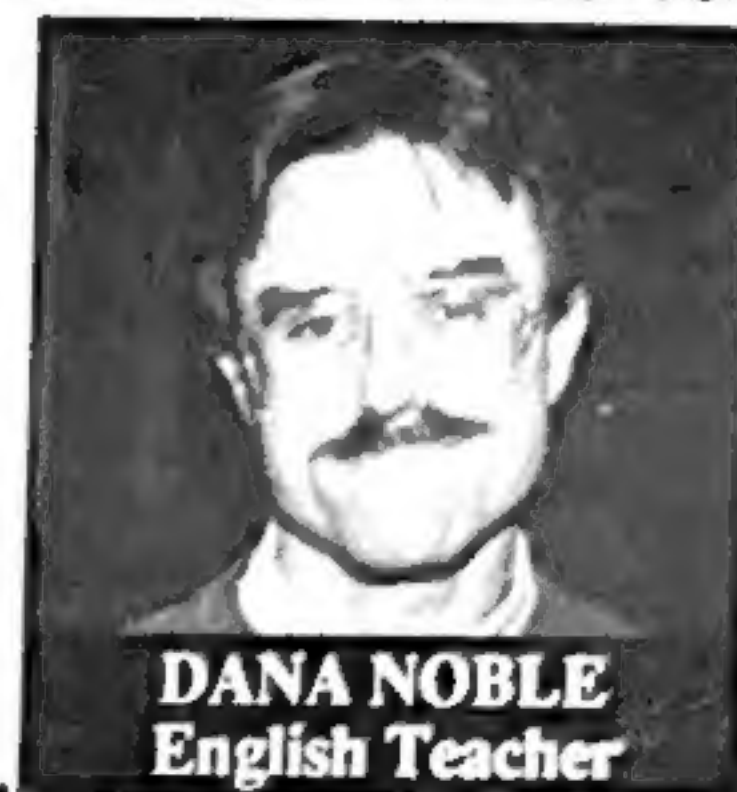
ability.

Unfortunately, tenure does not always promote good teaching. One criticism of tenure is that it protects the apathetic, burnt-out teacher as well as the energetic, innovative one. That may occur, but alternatives to tenure have not proven favorable. Merit pay, peer evaluation or no tenure at all have done less to promote good teaching and more to drive competent teachers from the profession than they have created an atmosphere where good instruction produces good learning.

Since the turn of the century, teachers have gained much in terms of their status in American society—teacher certification, schools of education, increased benefits, educational associations and tenure. Still, teachers have a long way to go before they gain the respect and understanding of students, parents, boards of education and local communities. Tenure is one step toward a better understanding of what teachers can and should do in the classroom. As one teacher put it, "Tenure insures the pursuit of truth." To good teachers, the freedom to pursue that truth is the foundation of inspired teaching—and better education.

*Editor's Note: MaryAnn Janosik-Ghiandoni is an American history teacher at Shaker.*

## Quotes On Tenure



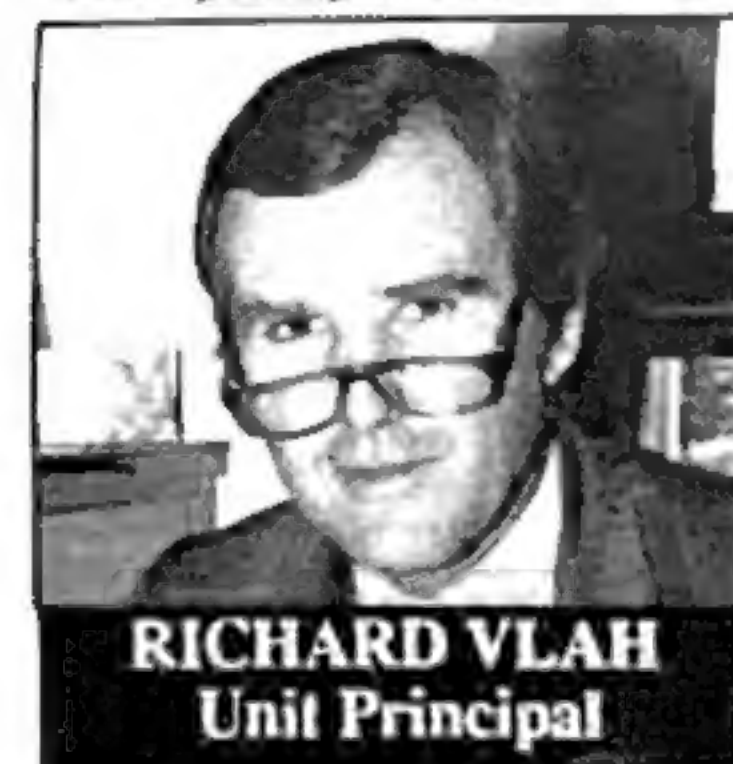
DANA NOBLE  
English Teacher

"Teachers should have some security. I've been laid-off when I felt I was a better teacher than the teacher allowed to stay because of tenure. The drawback is teachers who may not be the best teachers have tenure. I think perhaps the administration doesn't try hard enough to dismiss teachers who deserve to be dismissed."



STEVEN LEONARD  
Junior

"I think that there should be a longer period of time. After three years they could get lax on their job. Bad teachers would not be filtered out of the system. I think great teachers..."



RICHARD VLAH  
Unit Principal

"After a teacher has established him/herself as competent, after a reasonable amount of time, they do deserve job security. I think three years is a reasonable amount. Some opinions abound that once a teacher obtains tenure, a teacher loses incentive to strive for perfection. I would hope that teachers have the professional desire to continue to perform at their best. The hiring process is important. There needs to be thorough investigation so that you avoid having to dismiss someone later."



TARA TAYLOR  
Junior

"Tenure's not necessary, because if they're good teachers then they wouldn't have to worry about getting fired."

# TENURE: the policy awarding three-year teachers

protection from arbitrary administration, and upholding teacher privileges, has created much debate over its pros and cons. Many people feel it prevents dealing with teachers who fail to meet their responsibilities.

## Tenure lessens teaching quality

BY AMY ROSEWATER  
Editor-in-Chief

Teachers who are burnouts should not be given tenure.

Teachers who scare and intimidate students should not be given tenure.

Teachers who test students on material which the teacher has not taught should not be given tenure.

Teachers and counselors who do not do their job should not get tenure.

Why should teachers who do not do their job receive the privilege of a guaranteed job? It makes no sense.

Doctors who prescribe incorrect dosages of medicine to their patients do not keep their jobs. Why should teachers who give tests on unsigned material keep their jobs?

Only those in unions and associations have tenure-type contracts.

I have dealt with teachers at Shaker who should not be given tenure or should not have it presently. Some teachers have verbally abused me on several occasions. Some teachers do not teach the material in a way in which students can

understand or they fail to help their students understand. This should not be permitted, yet it occurs frequently and teachers are rarely held accountable for their actions, in fact, they are often rewarded with "continuing contracts," commonly known as "tenure." Remember: this is what teaching is all about—helping students gain knowledge, motivating them and fostering critical thinking.

According to state law, the only ways a teacher can lose his or her continuing contract are the following: "gross inefficiency, immorality, willful and persistent disobedience of reasonable board regulations, or 'other good and just cause.'" Each of these four reasons for firing a teacher who has tenure is further explained in the state law.

These grounds for firing teachers are not faulty. It is the enforcement of these which is.

For example, "gross inefficiency" includes "proof of deficiencies in teaching performance of a serious nature and teaching performance far below that normally and reasonably expected in the school district," according to state law. However, there remain many "grossly ineffi-

cient" tenure-holding teachers in the system and these "teachers" are not fired.

It is often hard to find teachers guilty of these offenses because of the vague wording in the law. Offenses such as verbal abuse and arbitrary grading policies need to be added to the law if it is to be effective, and again, it needs to be enforced.

Even teachers who do their job, and there are many who fit this category as well, should not be granted tenure. Teachers should be given a modified form of continuing contract. Every three to five years, a teacher would be up for a new contract. This way, a teacher is not allowed to burn out because he/she received tenure 27 years ago. Complaints about teachers would be taken seriously and teachers would have to pay attention to teaching. The good teachers would continue to be rehired.

Students need to be able to air their views about teachers. Their opinions need to be taken seriously. Students have nothing to say about a teacher getting tenure. Students, after all, are the best judges of teachers.

On a scale from one to ten, one being the lowest, this judge gives tenure a one.



# STEROIDS: Front page hype or high school reality?

Six years ago, American hurdler Edwin Moses warned athletic committees again and again of the growing danger of steroid use. No one seemed to listen; no one really cared. Over the past six years, the use of steroids became more widespread. No longer was it a drug used only by professional weight lifters and world class athletes, but by the man down the street who works out at the local gym; the college athlete attempting to make a name for himself in the athletic arena, and the 11 year old boy who just wanted to impress his friends with larger biceps. Slowly, people began to care. Steroids have become commonplace on the athletic scene and easily accessible by anyone wanting to buy them. Unfortunately, anyone includes teenagers and even younger. It is estimated that one million people in America alone use steroids illegally, with about half of those people under the age of 18. But not only is the high school athlete trying to get ahead, but the teenager worried about not having a big enough body, and taking steroids to rectify the problem quickly. And due to a lack of knowledge as to what steroids can do, the one million person statistic only figures to grow larger.

## Check out the facts— Q and A about steroids

### Q: WHAT ARE STEROIDS?

A: Anabolic (constructive) steroids are synthetically produced variants of testosterone, the strongest male hormone. Testosterone is a hormone secreted by the testicles, which produces and maintains male sexual characteristics.

### Q: WHAT DO STEROIDS DO?

A: Steroids cause weight gain through water retention and synthesize proteins which causes muscle growth when taken with athletic training. They can also make an athlete work harder by increasing aggressiveness.

### Q: HOW ARE THEY TAKEN?

A: Steroids are taken in tablet form or through injection.

### Q: WHAT DO THEY COST A USER?

A: Depending on the amount taken, steroids can cost from \$25 to \$500 dollars a month. Steroids have become a \$100 million a year market in the United States.

### Q: HOW ARE THEY OBTAINED?

A: Steroids can be gotten legally by prescription. Doctors sometimes prescribe certain steroids (different from anabolic) which are used to treat asthma and arthritis. Doctors are very hesitant to prescribe anabolic steroids to patients because of the short and long term side effects. Anabolic steroids are gotten illegally on the black market, coming mainly from Mexico, Canada and Europe. They can be bought with ease if you know where to go, according to a USA Today survey, and can be found in many local gyms and weight lifting facilities.

### Q: ARE STEROIDS ADDICTIVE?

A: They are not physically addictive like drugs such as cocaine or marijuana, but it is unlikely that a user could easily stop use because of the insecurity that motivates someone to use steroids will not let them stop.

### Q: HOW DANGEROUS ARE THEY?

A: According to USA Today, in the first three to four months there can be male breast enlargement, testicular damage, hair loss and increased acne. Women may face breast cancer, decreased breast size, menstrual irregularity and enlarged genitals. High blood pressure and clogging of the arteries are also side effects, as well as liver cancer in men and women and prostate cancer and sterility for men. In younger users, steroids can cause a stoppage of growth.

### Q: HOW CAN YOU ATTEMPT TO PERSUADE PEOPLE TO QUIT USING STEROIDS?

A: The most convincing argument is to give someone all the facts about steroids. Users are rarely fully aware of the dangers of steroid use. It is best to not argue, because it usually makes the person more adamant and take the offensive. Instead, present the facts and allow the individual to make an informed decision.

### Q: HOW MANY PEOPLE USE STEROIDS?

A: It is estimated that one million people use steroids in America alone, with half of those people under the age of 18.

—SOURCE: USA TODAY—



## Steroids rob sports of true strengths

COMMENTARY

BY MATT LAZARUS  
Staff Reporter

Steroids. The word brings to mind pictures of oversized football linemen and bulky Olympic weightlifters. But the use of steroids is no longer just a concern for professional athletes. Increasingly, steroids are finding their way into the bodies of high school athletes, who are unaware of the dangerous implications of steroid use. Education programs and strict usage penalties must be started immediately in order to curtail the spread of steroid use.

Scientists disagree as to exactly how steroids affect athletic performance. Some say they help produce additional muscle fibre while others say that by making an individual more aggressive, steroids make him work harder and therefore become stronger. Still others say steroids have a purely psychological effect by

increasing an athlete's self-confidence.

Steroid users believe that steroids will give them an edge on their opponents. Rather than being turned off by their usage because of the scandal involving Canadian sprinter Ben Johnson, the incident has given more credence to the drug's effectiveness. High school users see steroids as a shortcut to a bigger, stronger body, ignoring the consequences involved.

The consequences are very real, though. But many users are unaware or refuse to accept the fact that steroid usage can be life threatening.

High school sports are meant to build character and teach the values of team spirit and hard work. Using drugs to enhance performance takes away from the satisfaction in sports. A victory becomes a victory for steroids rather than for the individual, which cheapens the experience.

Competition in high school involves very little recognition and even less glory. Few get the

chance to compete beyond high school and even fewer beyond college. Personal satisfaction is one of the few long term benefits of sports. Winning is important, as any loser will tell you, but winning isn't everything. It is not worth lowering one's satisfaction, and not worth risking one's health or life. High school sports can be looked back upon as a positive experience or a regrettable one while suffering the inevitable side effects of steroid use. If winning becomes so important that an athlete feels he has to take steroids, then maybe it isn't worth playing at all.

Educating children on the side effects of steroid use should begin at the junior high level in order to make kids aware of the dangers involved before the temptations to use steroids are strong. Coaches should also be taught how to look out for possible users, and those using steroids on high school teams should be expelled from that team immediately.

—SOURCE: USA TODAY—



**FACE and BRAIN**—Facial hair growth and baldness in women; acne in men and women. Increased hostility; eating compulsions.

**THROAT**—High blood pressure; clogging of arteries.

**LIVER and PROSTATE**—Liver cancer in men and women; prostate cancer in men.

**ARMS, CHEST and LEGS**—Helps stimulate muscle growth; decreases time needed for recovery between workouts.

**CHEST**—Breast growth in cancer and decreased breast size in women.

**GENITALS**—Sterility and testicular atrophy in men; menstrual irregularities, enlarged genitals in women.

SHAKERITE ILLUSTRATION BY GAIL WARDER



# TV: Disease of modern civilization

## PERSPECTIVE

SHAKERITE

BY AUSTIN RATNER  
Opinion Editor

Well, it's me again, your friendly neighborhood herald of doom and gloom. Today my subject is the decay in the quality of television (which was perhaps non-existent in the first place).

The advent of the modern game-show has brought us such horrors as "Win, Lose or Draw," "Scrabble," "Hollywood Squares," and if you have cable, you may have braved the ultimate boredom of "Jackpot." Despite the fact that most game-show hosts are brain-dead (Chuck Woolery and Burt Convey the most

prevalent) you've got to hand it to Alex Trebeck and Bob Eubanks. Trebeck at least makes the job look respectable and Eubanks realizes what a joke his profession truly is.

We must also endure the scandal and shameless sensationalism of TV evangelism and the talk-show. I guess Judge Wapner and Co. fall into the same category. Let's not discuss it further.

The decline in cartoons is nauseatingly visible. From the days of Popeye and Warner Bros., we have fallen to "The Real Ghostbusters" and "G.I. Joe, A Real American Hero." And I thought "Scooby Do" and "The Jetsons" were bad. At least they had more than two frames between commercial breaks, and though "Tom and Jerry" and "The Flintstones" were somewhat predictable, the action was mildly interesting. Either the new cartoons should offer a decent level of realism (every cartoon needs animation, a lesson forgotten apparently), or they should

stay out of their quasi-realistic scenarios. What ever happened to that "Disney magic?"

I thought perhaps "Cheers" and "Moonlighting" were the signals of a sit-com revival, but the countless attempts, often lasting not more than a season proved otherwise. Those others that are tolerable, or even enjoyable, have a maximum life expectancy of three years.

Then there are the television dramas, every one a false attempt at something especially meaningful or realistic. Those with any credibility to begin with, "St. Elsewhere" for example, try so hard to present that mixture of realism, humor, and sex, that they come off with complete absurdity and imbalance. The TV movies are similar, although they don't provide the novacaine via humor. They typically are advertised and consist of something like this: "A woman caught between her passion and devotion to her family, sees her world slowly coming apart—

"Mother," premiering... Or: "A family dealing with the shocking tragedy of leprocy, watches as their world slowly comes apart (pun intended)—"Leper."

Commercials are the grossest evidence of the selfish sadism of the materialistic minds behind the tube. TV's basic, solitary goal is to appeal to the masses. If this is supposed to be appealing, I'm insulted. The genuine television show is gone forever. We may fondly relive past joys in reruns of "Mash," "The Bob Newhart Show," "All in the Family" and the rest, but we must all come to realize that we live in the world of the "Prize Movie," the "Different Strokes" of Arnold's manhood, and—let's face it, TV shows that induce nausea and then advertise "Pepto Bismol" for relief.

For the sake of your sanity and your stomach, abstain from television viewing, it may be hazardous to your health.

## Test day, flex night policies abused

BY MAUREEN MAHOWALD  
Staff Reporter

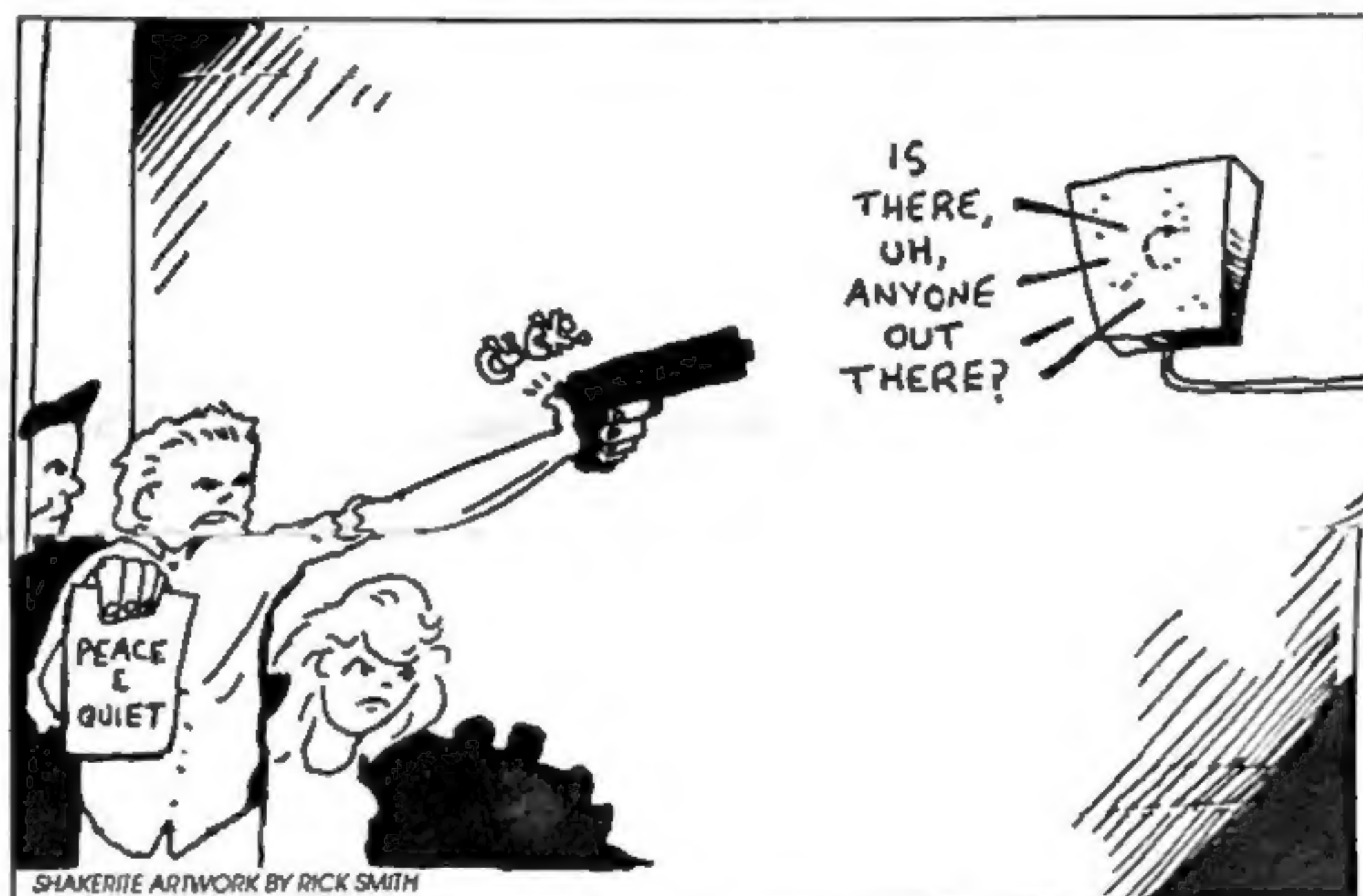
Flex nights on which, theoretically, no homework is given, are assigned for each subject during the week. The purpose of this policy is to allow students extra time that can be used for recreation or studying other subjects. In addition, specific department test days are scheduled so that students do not have an unreasonable number of tests on the same day.

The rationale behind flex nights and test days is sound, and these systems could be very beneficial if they were utilized. Unfortunately, many teachers do not adhere to these policies, thereby often causing considerable difficulty for students.

Some teachers feel that too much material must be covered during the course to permit time for these classes, thus relieving the problem.

Test days do not always fall conveniently at the end of a unit of study. In these cases tests could still be given on the scheduled day while continuing new material rather than testing on an unscheduled day. When students must take five tests on a single day, at least one of their scores will usually suffer. Teacher's adherence to the test day policy would eliminate that problem also.

If the flex night and test day policies cannot be strictly observed, it is better to follow a modified version than none at all. Either way, each teacher's system should be made clear to the students. This would avoid confusion and enhance the learning process.



SHAKERITE ARTWORK BY RICK SMITH

## Freshmen fear 'F' word

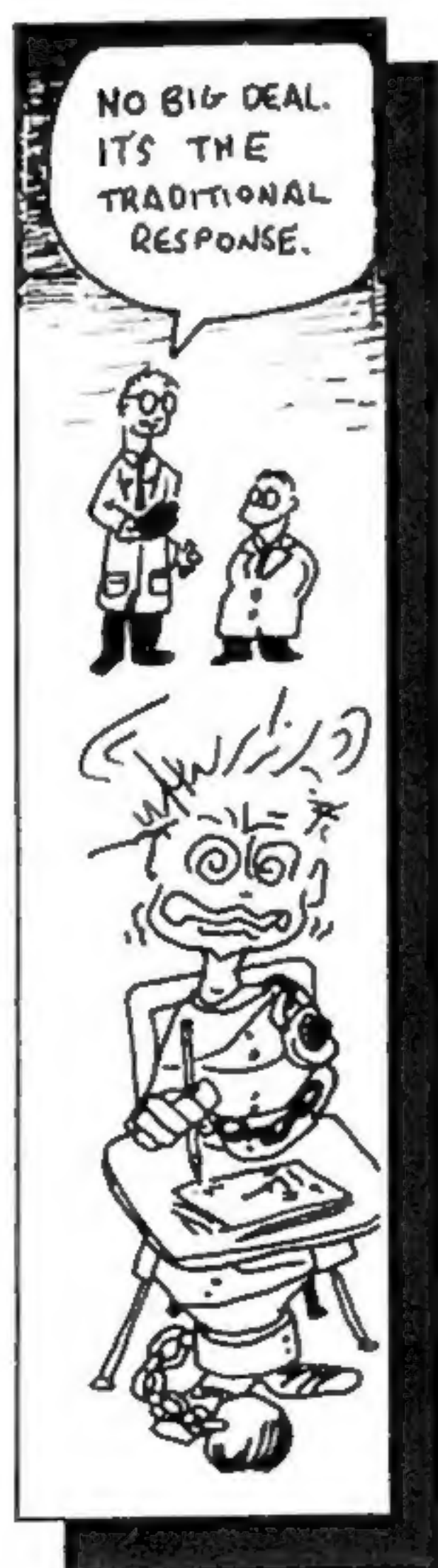
BY MARSHALL LEVIN  
Staff Reporter

Fear of the unknown: the Bermuda Triangle, cafeteria food, exactly what is in your gym locker. And the "F" word: finals. The secret killer. That one last "kiss the 'A' goodbye" test teachers mercilessly administer, which seals the fate of unknowing freshmen.

Just what will happen? Will I casually stroll into a classroom, take a seat, fill in a few blanks, and casually stroll out again in 45 minutes? I am left in the dark as to precisely what will transpire. I have recurring nightmares about finals. I envision technicians in white lab coats leading an endless line of sedated students down a white hall into a white padded room.

I am strapped in a wooden chair. I am handed a lengthy work which I assume to be a novel. It is my final exam. I am given a number two pencil with which to complete it. As I labor over the calculation of cosines and tangents, a panel of four psychologists analyze my performance from behind a two-way mirror in the front of the room.

Four hours later, the technicians appropriate my exam and number two pencil. I am unstrapped. I join an endless line of students. I am led through a labyrinth of white corridors until I see daylight. Suddenly the technicians and students disappear. I wake to the annoying sound of my alarm clock. I am in my room. I am taking finals today.



## Morning announcements disrupt learning process

BY ERIK BOLAND  
Staff Reporter

You are taking a test. You are debating which circle to darken in on your Scan-Tron answer sheet. It is the last question. All of a sudden you're interrupted by, "Good morning, Shaker, here are your morning announcements."

Your concentration is shot now. You totally forgot about what you were thinking. How much more of this can you take? The morning announcements are disruptive and interrupt our learning process.

One problem with the announcements is that they broadcast the exact same thing every day. "Pizza, pizza, love that smell..."

Blah, blah, blah, blah. I think that the same announcements are boring people to death. If they don't have any new material, then they should shorten the time. They don't have to use all five minutes that are given. What they should do is have the announcements in the beginning of the period before students get into their studies. This way students will be more attentive. The announcements at the end of the period just act like a bell.

Another problem is the "Quote of the Day" and "Student of the Day."

"And today's student of the day is Joe Smith," or "And the quote of the day is, 'She doesn't have to leave him, but she has to.'"

Here's an idea for the student of the day and quote of the day. How about having a point! What did Joe Smith do to be student of the day, or what possible relevancy does the quote of the day have to anything.

But by far the worst part of the morning announcements is the stupid jokes and cracks on other people or clubs. If I hear one more joke about the Equestrian Club or Chess Team, I might be sick. The cracks are totally unnecessary. People should be able to follow their interests or hobbies without being the butt of the jokes on the announcements.

The whole idea of the morning announcements should be to enlighten the student body of any new information about school. It should not be a competition to see who can make the best crack or be the best stand-up comedian. As they stand right now, the announcements are insulting, ignored, boring, and flat out dumb. Have a good day, Shaker!

### FINAL SCHEDULE:

Tues., Jan. 24	8:30 a.m. 1:00 p.m.	Science/Accounting English
Wed., Jan. 25	8:30 a.m. 1:00 p.m.	Foreign Language Social Studies
Thurs., Jan. 26	8:30 a.m. 1:00 p.m.	Math Conflicts/Make-ups



# Remember Recess?

CRAYON #160

## Left without leaders

BY KRISTI GOBEL  
Staff Reporter

Five years have gone by since I graduated from Mercer. Excluding my brother's graduation, this was my first time back. His class was the last group of sixth graders to graduate from Mercer. With the absence of the fifth and sixth graders, there have been many changes.

I remember that in the fall, there were always student council elections. They were a big deal—posters, speeches, campaign managers, all school assemblies. Now, however, there are no elections. There is no president or vice president. Student Council as we know it has been abolished and in its place, a Student Advisory Council has been established.

"The older students made a difference because fourth graders don't have the same leadership qualities and skills," said Principal Bernice Stokes.

Safety patrol. One of my most vivid memories is standing on the corner of Duffield or Hazeltine in a foot of snow at sub-zero temperatures. Whenever a school bus or teacher's car went by, we had to yell, "Shun!" (short for attention). It was kind of embarrassing. The lucky people were stationed inside.

The fourth graders do not get to experience outside safety patrol. After all, who would want to stick a fourth grader at the corner of Shaker and Green? They are now permitted to work inside—standing in the halls before and after school policing the area. Unfortunately, the fourth graders are missing out on a great experience.

The curriculum is different too, especially concerning reading. We used to read stories from Basal readers. Now reading is taught through children's literature such as E. B. White's *Trumpet of the Swan*.

"The kids do more and seem to be more excited about reading," said Marilyn Eppach, third grade teacher.

The consolidation of schools has brought with it both good and bad. If I had had to read one more story from Basal about summer vacation I would have died. On the other hand, opportunities for students to write their own stories have diminished.

But still, when asked about Mercer, many graduates exclaim, as did junior Kim Price, "I loved that school!"



LOOK OUT DOWN THERE! HERE I COME! A Mercer kindergarten class plays on their playground. The pole is a favorite spot, especially of the younger grades.  
PHOTO BY DAVID MESSINGER

## Games students play

BY RYAN HIGGINS  
Staff Reporter

After a quick bathroom trip, a fourth grade class heads to the music room to be led in the singing of "Turkey Dinner" by the unsteady, tuneless voice of the music substitute.

Singing in faint voices, some kids mouth the words or hide behind their books. The substitute, who has been teaching at Lomond for over six years, makes the class sing the song three or four times before she is satisfied.

Fourth grade teacher Janet Houk, whom we knew as "Mrs. Zarnstetter," has taught at Lomond for 10 years and has not seen much change in students and teachers.

"The only changes have been really positive and have brought students and teachers closer together," she said. Other than this closeness, students are the same as they were five years ago, she said.

After visiting the school, I found that elementary students' values and characteristics have not changed. Teachers still try to teach their class responsibility and neatness by making them regularly clean out their desks. However, most still need five minutes to find their math homework buried in that living mass

of paper packed into their flip-top desks.

Every time the teacher turns her back, a note is passed somewhere in the room. When she turns back to the class, small pieces of paper are shuffled to their destinations, as the students pray that she does not notice.

Another tradition at Lomond is competing in insult contests, also known as "digging." During recesses and other breaks from schoolwork, someone cracks on another person's shoes, or comments on their hands, calling them "Hush Gardens," for example.

Some things never change. Many common traits in elementary schools are also characteristics of high school students. I still have a stack of papers three feet high in the bottom of my locker, and high school students are notorious for note passing and making insulting remarks.

Although Schagss and buggs "Gap Kids" pants are becoming fashionable, velvet shirts and blue suede shoes with yellow socks on reflexors are still popular. Computers, now present in every classroom, may have upgraded technology at Lomond, but the essence of elementary school still exists and student traditions remain the same.

## Does Billy smoke?

BY ALLISON MILLER

At elementary school, an academic utopia—no homework, four long lunch periods, frequent field trips, more frequent recesses, and no courses required for graduation. If I had known then what I know now.

Even after my five years away from Onaway Elementary school, I did not expect much to have changed. I did not recognize most of the teachers, and there is a new principal, Margaret Lomond. The building itself is different, but the deepest changes lie within.

Many things that I had considered staples of life at Onaway are now unheard of. My fourth grade teacher, Mr. Forsch, no longer sends kids to the "doghouse," the fourth grade equivalent of room

13. A traditional Winter Program has not been presented for a few years.

These things really tick me, because I want every Onaway student to have what I had. If there is no Winter Program, these kids cannot get out of class to practice their songs. I suppose that they do not even sing "Sing a Rainbow" anymore, which was the anthem of Shaker elementary students.

Fortunately, some things never change. I am proud to say that kickball still thrives at Onaway. The hunger drive is still held. Younger kids give generously to charity, as they have not learned the equality so prevalent in high school. The ultimate status symbol in Onaway these days is a Nintendo video game system. When I was in fourth grade, it was an Atari. The only differences are better computer graphics and a toy robot.

Needless to say, my visit to Onaway brought back memories I thought were buried forever. I experienced a rush of nostalgia as I passed a bin of laminated worksheets. I had done those worksheets as a first grader. They usually told of the exploits of someone named Billy, a good boy, a model for first graders. Sure, I thought they were boring then, but now they look on a new meaning. They were a key to my childhood.

I pulled one out of the bin. Its title was "The Deadly Cigarette."

I was shocked. Since when does Bill smoke?



IN THE SHADOW: An Onaway student prepares to launch herself down the slide. The high school is prominent in the minds of many Onaway students, because it is just across the road.  
Photo by David Messinger

Mercer

Lomond

Onaway



# Missing its goal, ISS needs change

The administration is righteously concerned over the issue of in-school suspension and evidently there is no simple solution. Admittedly, the students need a disciplinary facility, perhaps separate from the normal school setting, that allows for individual attention. But a \$75 thousand investment is wasteful and totally ridiculous.

On a given day, there are rarely more than 10 students in in-school suspension and on some days, there are none. Yet every day a teacher is being paid to "babysit" those few students.

More ludicrous than this is that many students are placed in in-school suspension for cutting a class. Isn't it ironic that a person who skips class is punished by being removed from all his classes? Obviously he did not want to be there in the first place. It seems more like a reward than a punishment.

Furthermore, punishment should not take the place of education for petty crimes like tardiness and forgery of a pass. Instead of in-school suspension, the school should assign Saturday school for smoking, swearing and cutting class, and use the out-of-

school suspension policy for other misconducts like fighting. If a student demonstrates extreme behavioral problems and misconduct, then he should be referred to the school psychologist or counselors and only in this case should discipline take the place of education. After-school detentions and parent-teacher conferences could also be instituted as other means of discipline. This way a student would not miss class and fall behind on assignments for minor misdemeanors, but if he needed further help it would be readily available.

In-school suspension is too expensive to remain a school facility. It is a waste of time, money and teachers. The money saved from ISS could be invested in other areas, such as new equipment for various departments, higher salaries for teachers and a general improvement of the school. For these reasons, we believe that it would be in the best interest of the administrators, as well as the students, to cancel, or at least alter drastically in-school suspension. At best, it should be a rehabilitative program for students with serious problems.

## the RITE IDEA

SHAKERITE

## the LETTERS TO THE EDITOR

SHAKERITE

### Students complain about chemistry program, teachers' abuse of rules

To the Editor,

This letter regards the policy of giving tests on assigned test days. This policy, expressed clearly in the Teachers' Handbook, says that teachers are supposed to give tests only on their subject's assigned test day. Presumably this policy should limit the number of tests that a student would have to take on any certain day. Not a bad idea. When it's fol-

pass mania and a general tightening of rule enforcement (which indeed made for a better school), should not teachers also follow policies clearly stated in the Teachers' Handbook? Hypocrisy does not become the unusually talented teaching staff of this school.

This issue is not of monumental stature, but it does serve as a microcosm of the larger picture. Rules must be followed by everyone to make a difference.

I have been told that prior knowledge can pre-empt rules that are clearly stated in the Teacher's Handbook. I have just one question: If I tell my friend on Tuesday that I am going to kill him a week later, am I exempt from the law?

This policy, in my opinion, was created to help students so that true education can occur, not caffeine-stimulated cramming.

I'm not a rabble-rouser. I just want some fair treatment.

Sincerely,  
Alan Feuer  
Senior

To the Editor,

I am deeply upset that the excellence in education at Shaker does not extend its excellence to chemistry. The Science Department includes several extremely able teachers whose teaching abilities are not fully taken advantage of.

First, the problem with the chemistry program lies in its brevity. Those students enrolled in Honors Chemistry complete at most 60 per- This is neither the fault of the teacher nor that of the students. Chemistry is a broad and very important subject, and it should be offered by this school as a two year course for those students interested.

Second, Advanced Placement Chemistry should be offered. The chemistry teaching staff is certainly qualified to teach an AP Chemistry course. The textbook used by Honors students is definitely a college level textbook. Students work hard enough and learn enough new material to be given level five credit for the course. More importantly, chemistry should be structured in a way so that teachers will prepare students for the Advanced Placement test. With the proper attitude toward the course on their part and on the part of their teachers, Shaker students should score as well if not higher on this test than other high school students nationwide.

Sincerely,  
Ori Gottlieb  
Junior



SHAKERITE ARTWORK BY RICK SMITH

for creating a severe gridlock problem in New York City.

**CHEERS**—to Mikhail Gorbachev for NOT coming to Shaker and creating a more severe parking problem around the oval.

**JEERS**—to the snowstorms predicted to occur over vacation—Let it snow on school days! (Hint: snow days!)



SHAKERITE ARTWORK BY OLIVER DALZELL

## CHEERS & JEERS

SHAKERITE

**CHEERS**—to the family of science teacher Kenneth Culek. Christine Culek, at 7 pounds, 9 ounces, was born on Dec. 1.

**JEERS**—to teachers who do not sign up for and take their students to assemblies.

**CHEERS**—to everyone who was involved in the musical, "King of Hearts," and the annual dance show.

at the skating party on Nov. 19 which led to the postponement of the Heights-Shaker basketball games.

**CHEERS**—to the four-man Soviet group which came to Shaker as part of the City to City Heights-USSR Exchange Program.

**JEERS**—to teachers who assign homework over a much needed vacation (key word is VACATION).

**CHEERS**—to foreign language department head Frank Warnement and health teacher Hubert McIntyre for taking the time to be in the school musical "King of Hearts." Warnement played the role, ironically, as a German sergeant who disliked French, and McIntyre played the part of an American sergeant.

THIS ISSUE, A PUBLIC FORUM FOR AND ABOUT THE STUDENTS OF SHAKER HEIGHTS HIGH SCHOOL, IS THE THIRD ONE OF THE 1988-1989 SCHOOL YEAR.

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## DIRTY DOZEN PLUS TWO

"The water is very wet, and we're going to have to adapt to that," said senior swimmer Rob Klein, jokingly. But competing for the LEL title will be no laughing matter as the boys' swimming team will have to adjust to this year's smaller team.

"We've only got 14 people, just enough to fill the events," said senior swimmer Tom Hungerford. "We may not do as well in dual meets, but we should still do well in others." Hungerford swims 500 meter and 200 meter freestyle.

What the team lacks in numbers it compensates for in strength, stamina, diversity, speed and hard work, according to Klein.

Assistant coach Carla Greenwood spoke enthusiastically. "The team is a lot better and stronger this year. Their endurance is better. We're hoping to send six people to the state competition in March."

Sophomore Mark VanArsdale will be swimming 100 meter butterfly event, senior Warren Phipps, the 100 meter backstroke, Klein, the 200 meter individual medley and junior Devin Friedman, the 100 meter breaststroke.

## MOVING INDOORS

Anticipating the upcoming season with enthusiasm and high expectations, the coaches and members of the boys' indoor track team have begun an informal training program designed to build momentum as they work toward a strong outdoor year.

"We should be pretty good this year, even though we lost some strong runners," said team captain Russell Stokes.

Head coach Charles Richard is looking for a successful indoor season led by junior Kevin McQuillen and sophomore Keith Long. He is also expecting great performances in the hurdles by senior Scott Ferguson and middle distance events by junior Seth Connally. Richard does admit that the field events are "still a question mark," especially in the high jump where the team presently has none of its 60 athletes performing.

The first of the team's 11 meets will be on Feb. 6 in a dual meet against Lakewood.

## DON'T WORRY...YET

Although the girls' basketball team has started the year with an 0-4 record, Coach Henry Woodard is not concerned.

Woodard said the team has been improving with every game. Their 71-57 loss to Valley Forge was the highest amount of points the team has scored in the past two years.

## Red-hot Raider squads heat up winter season

## AROUND THE OVAL

SHAKERITE



**FRESHMAN IN THE HOUSE.** Freshman Malcolm Sims is a welcome edition to this year's hoopsquad. Here, Sims put up a shot against Parma. PHOTO BY EVAN WEINSTEIN

is defensively tough," said Woodard. "I think we will start to win some games as soon as we believe we can."

Seniors Jamillah Smith, Shawn Williams, junior Vanessa Mullins and sophomore Jamie Smith are the strongest players both defensively and offensively.

## SHOOTING FOR TITLE

The boys' basketball team has a tough act to follow after being LEL champs and ranked second in the city last year.

Head coach Bob Wonson has seen the team play hard and unselfishly for the past two years. Wonson says this is a credit to the individuals, not himself.

Wonson said he is pleased and has no complaints. He believes the team is a tough contender for the LEL title again.

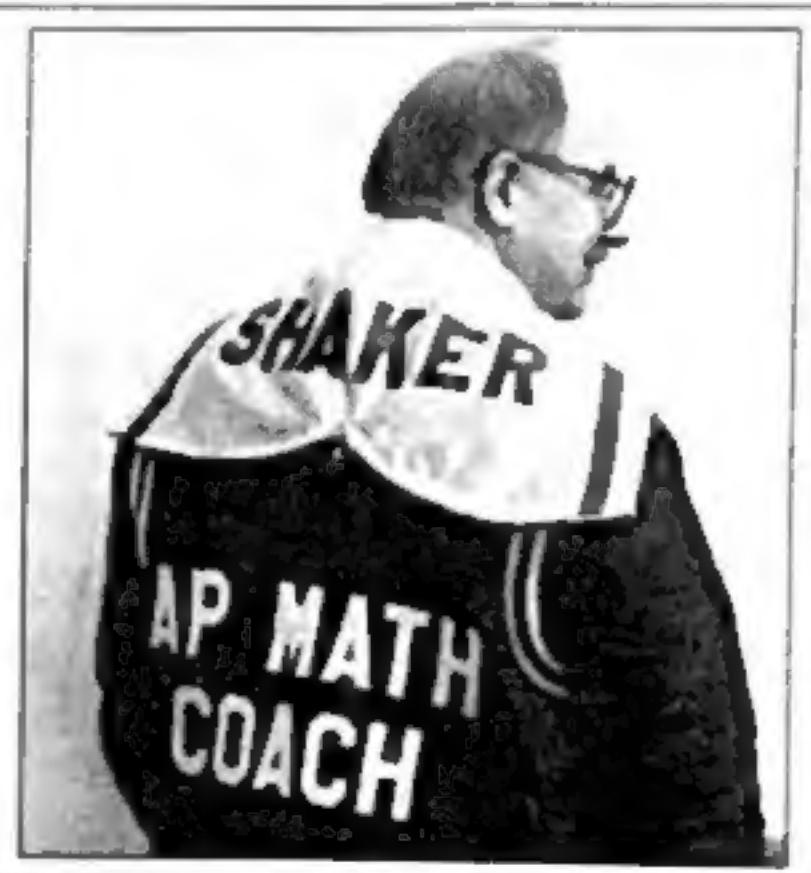
Seniors Vada Burnett, Derek White and freshman Malcolm Sims have led the team to a 3-0 record and a 2-0 record in the LEL. Burnett, who many say to be one of the finest players in Cleveland, is averaging 16.3 points and 6.3 assists per game.

Other outstanding players include seniors Orlando Estes, Duane Filey and Phil Hughey, according to Wonson.

## LEAPS AND BOUNDS

With a victory over the Benedictine Bengals by a 39-30 score.

The matmen were led to victory with pins by Senior John Smith and Juniors Twan Bounds, Parker Adrine and Chris McGlothlin. Other winners were senior Matt Toohey and junior Major Harrison, both by decision.



## HERE'S TO THE COACH

**LOOKIN' SPORTY** The athletic department is not the only place one can find a coach at school. Emil Knorr has been teaching at Shaker for over 24 years, and is the head of the math department. Here, Knorr wears a jacket given to him by his senior AP math students to thank him for his dedication to their class for the last three years. PHOTO BY EVAN WEINSTEIN.

The boys fell behind in the match with losses in the lower weight divisions until the team was sparked by Bounds' pin of Benedictine's 140-pounder.

The JV and freshman team also chalked up decisive wins over the Bengals.

## SWIMMIN' WOMEN

The girls' swim team refuses to rest on their laurels after last year's outstanding season.

So once again, practice begins at 5:50 a.m. and ends in the evening at 6 p.m. for the 31 girls on the swim team and their coach Ernest Welsch.

The swim team was undefeated last year, and with a 2-0 start, it expects to repeat last year's success.

This year ought to be their best ever, according to Welsch. He claimed the team seems a little bit stronger and has a great deal more depth. Welsch said that the young swimmers look very promising and that with three out of the four All-American swimmers back on the team this year, they are unbeatable.

Shaker faced its most formidable opponent, Solon, on Wednesday, Dec. 14, at Solon.

"The keys to a victory at Solon are intense, tough workouts, as well as a strong focus on each swimmer's strokes," said Welsch before the meet.

The team practices every day at the Woodbury pool. Some of the best swimmers will swim up to 14,000 yards in one practice. That is just under eight miles a day.

## THE PUCK STOPS HERE

After fighting losing battles against two of the toughest teams in the Cleveland area, the hockey team hopes some easier competition will be the Greater Cleveland Hockey League Eastern Division.

## TAKE IT INSIDE

With their sights firmly set on the distant horizon, the girls' indoor track team expects to run straight toward the state final this year.

Woodard expects great performances in the sprints by junior Sonya Traylor, in the middle distance events by Young, junior Stacey Schlein will lead in the long distance events.

Woodard believes his team has good field athletes and is looking forward to seeing his many new runners, jumpers and throwers perform.

With this much potential, the team is anxiously awaiting their first meet which will be held sometime in mid-January.

—FROM STAFF REPORTS—

## Troublemakers to blame for LEL disruption

## the SPORTS COLUMN

SHAKERITE

BY JOHN-PHILLIP NEILL

Sports Editor

There is an old adage that goes, you can't cure a headache by cutting off the head. But due to dwindling enrollment and overly intense rivalries, the administration may be sharpening the blade that will spell the end of our participation in the LEL. And unless those students who cause violence at school functions discontinue this unnecessary action, we may never play LEL opponents again.

The school has shown an interest in joining a proposed league

which would mean an end to LEL participation. Principle Jack Rumbaugh states the reason for the possible switch, which would not come about for another two years if accepted, is two-fold.

First, our decreasing enrollment has made us less competitive with larger LEL schools. Rumbaugh says a school with an enrollment of within 300 to 400 of our own is considered competitive, and we do not have that with several of the LEL schools.

Secondly, the recent hostility seen both within Shaker and with several LEL schools has led the administration to take actions to prevent further incidents. Some basketball games scheduled to play at 8 p.m. have been rescheduled to 10 a.m. and 4 p.m.

There would be advantages to pulling out. We could form a more unified athletic organization in which directors could create regulations which would be easier to regulate and more effective.

The disadvantages to forming a new league would be the

tradition of LEL rivalry would be no more. But even worse, LEL schools have some of the best athletic programs in the city, while the proposed teams are not considered as competitive.

This would not be bad if we could play non-league games against old LEL teams. But because of the non-athletic rivalries between schools which has become too intense, it would be a long time before we played the old rivals. This is unfortunate for athletes who are just trying to play their sport. Because of a few people who have found it necessary to start fights at school events, it has become unsafe to hold sporting events with some schools. The Cleveland Heights football incident and the recent violence in and around the school has made the administration wary. Most of us just want to have fun at sporting events. We have to pull together as a student body and tell each other to end the violence so that the actions of a few will not ruin it for all of us.





# Play creates family ties

BY CARYN MARKUS  
Spotlight Editor

The sets are down, the costumes have all been returned and Shaker's auditorium is once again home to a wide selection of events—dance shows, choral concerts and assemblies to name a few. But let's return for a moment to exactly five weeks ago. It is 3:35 p.m. on Thursday. We are in the auditorium, second row, sixth seat from the right. We are looking straight ahead...

"And sirens," a voice calls out from the crowd which is assembled on stage. Immediately everyone, with legs planted evenly apart from one another and eyes focused steadily forward, begins a sequence of vocal exercises from low to high pitch. In unison they all make circular motions with their hands corresponding to the notes they have hit. Some are wearing their school clothes, others are in sweats. For some reason many of



SMILE FOR THE CAMERA. In costume for the first time, the cast runs through dress rehearsal, balloons and all. PHOTO BY EVAN WEINSTEIN

them are wearing black—a prerequisite to be theatrical? I doubt it. Maybe it's just a trend. Warm-ups consisting of strange sounding exercises such as pilobolus, harvey, sun stretch and ariation, last for another 15 minutes, then it is time for vocal warm-ups.

"Everyone come into this area maintaining your neutrals,"

producer James Thornton calls while motioning the cast towards the piano.

Now I guess I am not familiar with the definition of neutral, because it seemed to me that everyone just walked over to the piano—nothing exceptional with it, but nothing wrong either. Thornton, however, disagreed. He made them "find their passage ways" back to where they were and practice walking to the piano again, this time "thrust forward, on the balls of their feet!" Nor was this the last of the strange requests I heard during my five week observation of play practice. For example, did you know that when on a flat surface, the true actor is forbidden to have his bottom touching the floor? It is also very important to make physical connections, keep your focus and make appropriate transitions.

Putting aside the thespian jargon I acquired during my frequent visits, I also gained a greater appreciation for a theater production, itself. The amount of people involved, the time they put in and the dedication they put forth were immense. There were 67 cast members, several student assistant directors and numerous staff and guest participants. While most of the student body was enjoying Thanksgiving break, they were practicing. Weekend rehearsals sometimes dragged into 10 hour days of working and re-working one specific scene. Although practices were long and often tedious, everyone usually seemed to be enjoying himself. The cast became a family, always supporting one another. They shared frustrations as well as satisfactions and the elation at having done a job worthy of praise.

The curtain goes up, the spotlight shines and the stage is set. It is Saturday night, the final production. No major fumbles, the audience laughs at all the right times and all look as if they are enjoying themselves. Although I was just a mere media observer, permitted to leave practice when my work schedule required, I have become attached to this family. I am proud of them.



SUCH DISTRESS! Seniors Amy McCoy, Tyrone Boyd and junior Patrick Boyd practice displaying emotions during rehearsal. PHOTO BY EVAN WEINSTEIN

# Chair-throwing, sleaze boost ratings

BY AMY ROSEWATER  
Editor-in-Chief

Monday: Men display women's fashion. Tuesday: How to lose 183 pounds in four days by eating jellybeans. Wednesday: Mud-wrestling women and their husbands. Thursday: Demon worshippers and UFO's—Are they the future generation? Friday: I married a Soviet spy, one man shares his story.

This week's TV schedule could be for Oprah, Phil Donahue, Sally Jessy Raphael or the nose-battered Geraldo.

"We are dangerously close to being referred to as an intelligent talk show," Phil Donahue told the Washington Post. "If that happens, we're doomed. Please do not call me 'intelligent.' Call me 'outrageous.' I'd rather have it be suggested that we occasionally go too far, and I'd rather be called 'sleazy' than to be identified as 'intelligent.'"

Comedian Jay Leno joked about Donahue's "intelligent" comment when he popped this one-liner: "Donahue's intelligent. That's like saying Moe is the brainiest stooge."

We may not be getting intelligence, but we sure are getting "outrageous." Recently, Oprah pranced around the tube in her size 10 jeans and Geraldo scrapped with "hatemongers," but nevertheless, kept his "macho" image intact—Geraldo maintained the "courage" to continue taping his show after the racial-oriented fight.

This sudden surge of wild, trashy television may be due to "sweeps," when shows battle for top ratings. November is one of the Nielsen ratings sweeps months. This may be the reason why there were televised brawls and why Donahue sported a red skirt last month.

According to Donahue, a pioneer in the talk show industry, one reason for the increase in outrageousness is that the number of talk shows has increased. The competitive atmosphere is thick and heated. "We knew that we could not keep the audi-

ence if we did not have variations on the theme of the male stripper. But we did not have the kind of competitive influences that we have now," said Donahue. "The people who criticize us are calling for a BBC medium. But our job is to attract an MTV audience."

"They must think we're really dumb if they want us to watch that stuff," said freshman Debra Mayers.

Maybe we are that dumb.

In a commencement speech at Duke University, television journalist Ted Koppel said, "No, there is not much room on television for complexity. We require nothing of you, only that you watch, or say you were watching if Mr. Nielsen's representative should happen to call."

Many critics of these shows believe that they reveal America's intellectual, social and moral decay.

An editorial in the Plain Dealer this past fall addressed this issue.

"Where have we gone wrong?" it asked its readers. "Why does America display a continuing affection for decadence? Slowly dissolving in the muck of an amusement culture, this nation seeks not even to recover decency."

The fact is, sadly enough, that this tacky televised trash is more popular than ever. Donahue refers to talk shows as "the busiest street in television today."

Many students said that whether or not they watch the program depends largely on the topic that is on the air that day. If the shows are too sleazy, one sophomore said she leaves the room. Sophomore Imiani Ellis said she draws the line when talk show hosts ask their guests about their personal sex life.

Even though she is turned off by some of the shows'

content, Ellis is a regular viewer. She said that the programs are popular because they are "exciting."

"I like to be nosy and into peoples' business," she said.

Sophomore Matt Cicero said talk shows are more popular among women because they talk about things women want to hear.

Some students have prioritized their TV viewing even to the particular talk show host. One junior said she was a loyal Oprah fan and does not watch the other shows. Her preference for the newly-slim host she said, was the promotion of black stars.

"She's black. It's easier to watch someone doing well from your own race."

Another Oprah follower, freshman Lindsey Kline attributes her preference to the star's journalism ability.

"Oprah asks the right questions. She always has the right subjects—well usually. I don't think Donahue asks the right questions," said Kline.

Although these shows are popular among many students, there are those who do not agree. These shows are often criticized for their substance, or lack thereof.

"I don't find them interesting. A lot of the people [on the shows] aren't being sincere sometimes," said junior Elliot Frank. "Also, I don't really have the time to spare for them."

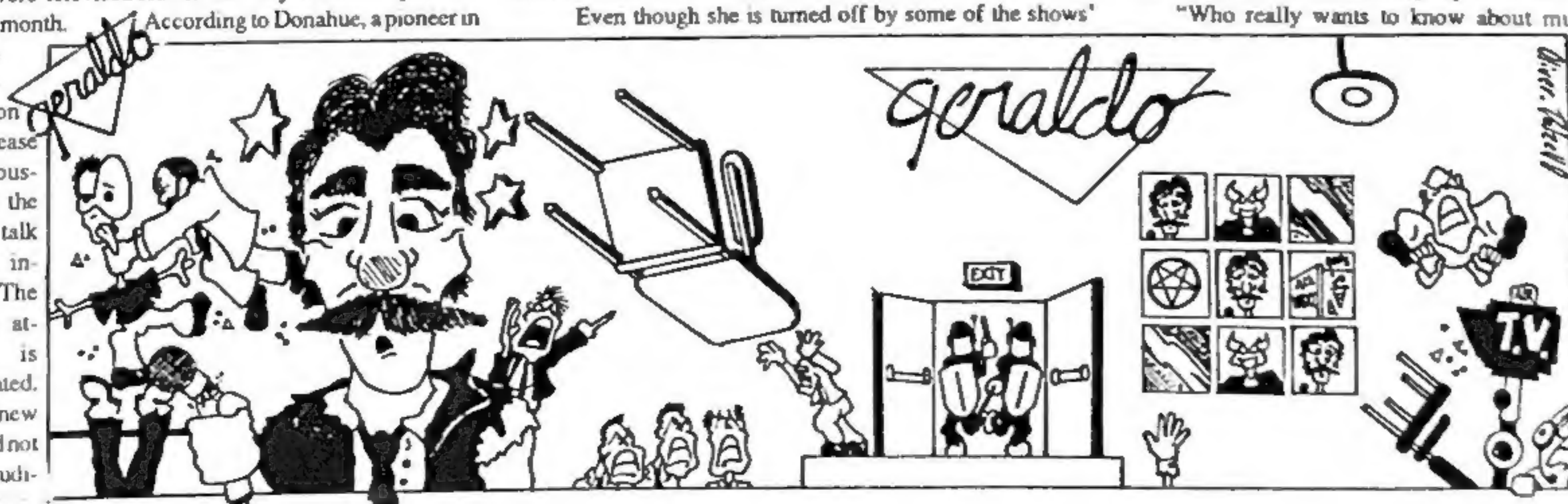
Science teacher Mark Hoskins said, "It's amazing that Morton Downey hasn't gotten shot yet—he has absolutely no reservations about what he says."

Cicero brought up another argument against the shows when he questioned their daily topics of discussion.

"Who really wants to know about mudwrestlers?" he questioned.

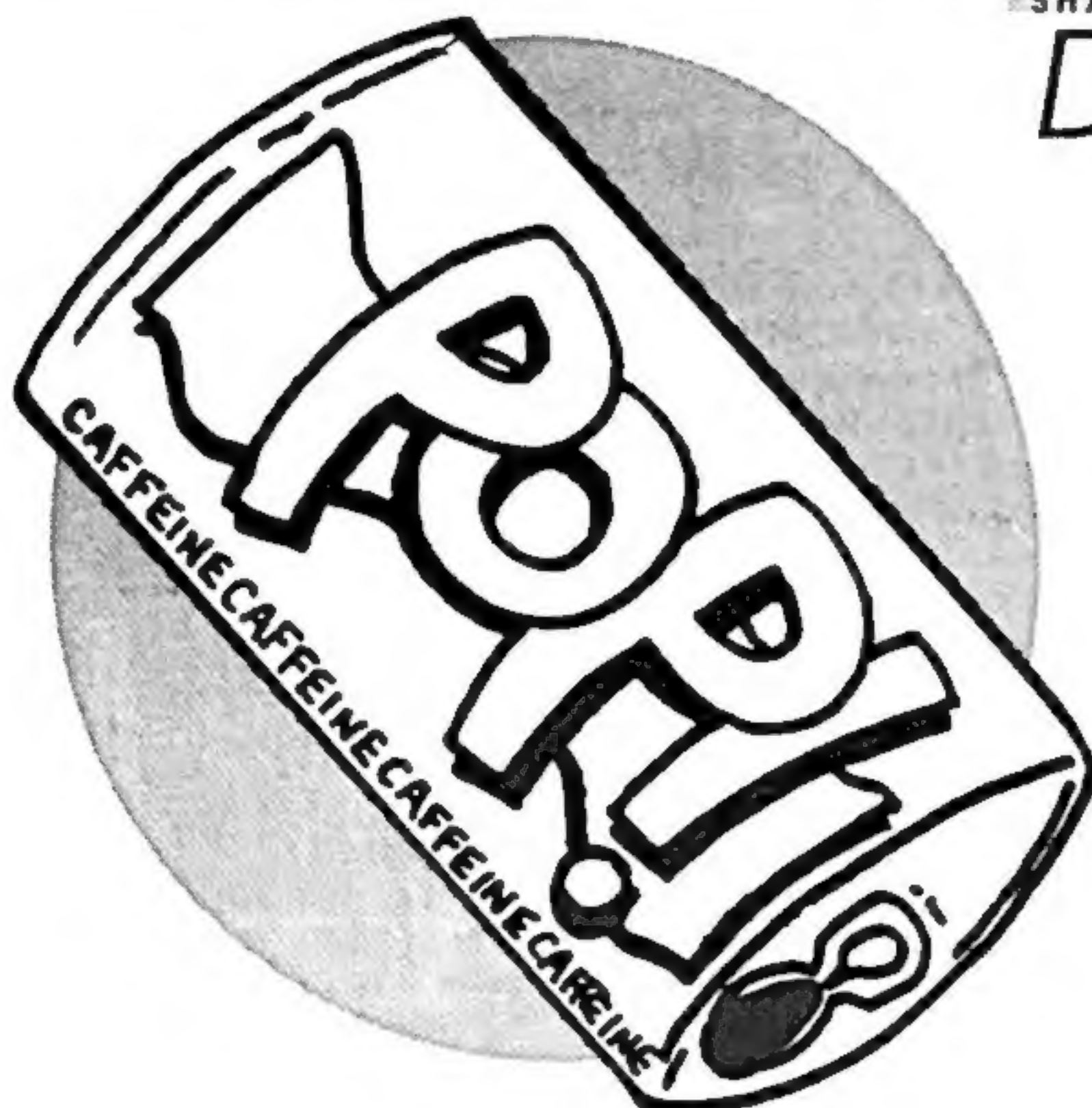
Good point. But wait! Don't touch that dial! Tomorrow's show could be vital!

Tune in—"Your best friend could be close chums with Satan"—Geraldo at five.





SHAKERITE



The package reads that it "perks you up fast" and you will "stay sharp and alert for four hours—it's as safe as coffee."

Faithfully abiding by those words, senior Vicki Hyman of Monsey, N.Y., will pop two Caffedrine tablets around midnight on a demanding study night, and another one four hours later. Throughout the evening she will consume two or three cans of Coca-Cola. By seven the next morning she is ready for her orange juice, explaining that the acid keeps her going. It used to be that caffeine was simply taken in because it happened to be an ingredient in the product. Americans within the past 10 years however, have a new incentive other than taste—the caffeine itself. Dr. John Greden, chairman of the psychiatry department at the University of Michigan Medical Center, says it is America's younger generation in particular who have made caffeine the most widely used drug in the world.

A fine, white, odorless powder with a bitter taste, caffeine is found in more than 60 species prescription and over-the-counter drugs, including Anacin, Darron, Dristan, Excedrin, Midol, NoDoz and Vivarin. Testimony to Greden's studies are the sales of these products which has risen noticeably over the last decade, specifically the past three years.

"We sold approximately four times as many NoDoz packages last year and the year before than in 1978," said Dorothy Kanzil, a Revco back-sales woman in Cincinnati, Ohio.

During the past 15 years, caffeine has come under increasing scrutiny for its possible side effects—from ulcers to cancer, to harm in developing fetuses. Hundreds of studies have been conducted and the most occurring result is that caffeine has so many physiological effects, any potential risk looms large. It has been found that caffeine stimulates the central nervous system, mainly affecting the cerebrum; it has a diuretic effect on the kidneys; stimulates striated muscle; and has a group of effects on the cardiovascular system. The most immediate and obvious effects of caffeine however, are the high anxiety levels it creates.

Dr. William Beaver, pharmacology professor at Georgetown University Medical Center said this informed public is the reason for America's drop in coffee consumption—from 3.12 cups a day in 1962 to 1.83 last year. He said this health-consciousness has not spread to younger groups, because their intake has increased.

"Even though coffee sales are at their lowest point ever recorded, consumption of soft drinks, 94 percent of which are consumed by Americans under the age of 22, have more than doubled in the same time coffee has decreased," Beaver said.

The National Coffee Association reported last September that soft drinks have overtaken Greden stresses that this is not merely for taste, but for the caffeine.

"It's the lift that the kids go for, and they don't just stop at Coca-Cola, they use coffee, tea coffee as Americans' most popular beverage, citing that the average teenager drinks 36 gallons a year.

## Drug of silence: CAFFEINE

It is the most widely abused drug in America, yet many of its users do not even classify it as such, nor do most know the effects caffeine has on their body.

and pills as well," he said. "There has been a tremendous rising in the amounts of these substances high school and college students are using."

One high school student from New York said a few all-nighters are almost essential because of pressure from parents to get good grades, the stress from SAT's and getting into college and the normal teenage procrastination on assignments. "And if you can't do it by sheer will power, then you have to go for other methods," he added.

In fact, 44 out of 50 high school and college students interviewed on Northwestern University's campus this summer said that they had used some form of caffeine in excessive dosages in order to stay awake, either to study or the day after a no-sleeper.

Thirty of those questioned said some form of pill had been their caffeine source at least once and 49 said they knew people at their school who relied solely on either NoDoz, Vivarin or Caffedrine to stay alert.

"You're still tired after using them, that doesn't go away, but you're more awake and able to function," said senior Rori Felt from East Windsor, New Jersey. "You feel like you're in another world. You get this nervous-type of energy, like you have to be doing something at all times."

Those who used a pill of some kind all felt they were better able to study than they would without it, despite the fact that more than half of them do believe it is a drug they are using.

A more limited study conducted at Shaker however, revealed that a majority of students questioned do not consider caffeine to be a drug. Thirty-one of the forty asked said it really was not.

"I don't consider it a drug. And I don't know or really care about any of its side effects," said senior Bruce McQuillen who admitted that he pulls an all-nighter at least once or twice a month. On these occasions, McQuillen relies on approximately three cups of coffee before studying, and at least two more during the evening.

caffeine has become, what he refers to as an accepted drug of convenience. "It is a drug of silence, an unknown drug which is most frequently abused—chocolate, soft drinks, a cup of tea..." Hoskins explained.

He said that aside from kids not knowing caffeine's side effects, they also do not realize the extent of their intake. "Even though you load your body with caffeine, that does not mean that your body will metabolize all the caffeine being put in it."

Senior Jenny Pohl emphasized this idea when she explained why she preferred coffee to NoDoz.

"I think coffee works, but that's just it—I think it works. Its success is mostly psychological. It probably works the same way with something like NoDoz, but with coffee you're doing more. You have to actually keep drinking, where as with NoDoz, you take one pill and you're done."

Senior Chris Curry agreed with Pohl's observation that caffeine is mostly mind-related, but uses this explanation to disqualify the need to use it.

"You don't need caffeine to stay up, it's all in your mind, like mental will-power. If you want to stay up, you will."

Based on statistics however, this feeling seems to be a minority among teenagers, who can often validate their usage of these substances.

"You are very alert, very sharp when you're on caffeine pills. Sure, you may be a little shaky but your mind is sharper and clearer," said Bill Frischling from Long Island, N.Y. "I suppose it could be considered a drug in theory, but it's legal, it's in just about everything and it's not really dangerous. Besides, why should I feel bad when half the country is popping aspirin and diet pills—it's the same thing."

—BY CARYN MARKUS, FEATURE EDITOR—





# Shaker graduate joins 'the greatest show on earth'

## Just clowning around

BY BETH STEVELBERG  
Staff Reporter

The circus. Images of wild tigers leaping through flaming hoops, enormous elephants standing one on top of another, daring young men and women swinging and twirling from sky high trapezes and of course, the colorfully painted, fun-loving clowns who seem to do anything for a laugh, all come to mind.

For 1983 graduate Sara Lehman, these scenes represent more than just an evening's entertainment. They denote a new profession.

Lehman first auditioned for Ringling Bros. and Barnum & Bailey Clown College because she thought it would be a funny thing to tell people. After reading more about it though, it became a true ambition, she said.

Clown College is an intensive 10 week training program in Venice, Florida, that offers its students the chance to audition for their company and become a professional clown. Lehman rose to the occasion three months ago and was one of 55 students accepted.

"The acceptance letter from clown college came in a plain white envelope, but inside there was glitter to throw around," she said. "That's exactly what clown college is about—being positive and having fun."

Although students watch "I Love Lucy" and "Roadrunner" during lunch, it is not all fun and games for the clown college students. Classes are from 8 a.m. to 10 p.m. and include acrobatics, juggling, writing gags, building props and making costumes. Lehman also studied character development, improvisation, unicycling and stilt-walking. Slaps and

falls were an added part of the work load.

"After three weeks, I felt like a battered wife," said Lehman who views her sores and bruises as "badges of honor."

Lehman graduated from Clown College in October, earning her Bachelor of Fun Arts degree (sounds a lot more "fun" than what most colleges offer.) After graduation, she was asked to join the ranks of what she considers a long line of greats in the greatest show on earth. Lehman was also one of seven clowns singled out to travel to Japan for the circus' second tour in February.

A graduate of Shaker, Lehman was active in theater and Acting Ensemble while in school.

"We did a lot of experimental stuff when I was in Ensemble, it gave me a desire to learn—a kind of goal for knowledge. Clowning is a way to extend theater skills. It gives me a chance to go act silly. My goal is not to be afraid of anything," she said.

Lehman has also made attempts to spread the "cheer" and perhaps even her goals. She was a guest speaker for the theater ensemble groups this fall and seemed to leave a definite impression.

"She was great. I admired her. She made me want to go out and do the same thing," said senior Molly FitzSimons.

Once in her exaggerated costume, complete with platinum wig, rubber nose, big black shoes, mismatched clothes and white gloves, Lehman does not look the least bit inhibited, instead she struts around flapping her arms and falling down.

"There really is a clown in everyone. It's the part of you that is singing really loud and dancing around while washing the dishes after dinner," explained Lehman. "I am actually a fairly shy person, it's the clown inside that is aggressive."



**ALL DECKED OUT.** Shaker graduate Sara Lehman poses in her official attire as one of the newest additions to the Ringling Bros. & Barnum and Bailey clown staff. PHOTO COMPLIMENTS OF SARA LEHMAN

# No 'Ho-Ho's' this season

## Twinkies cream competition

BY RANDI SCHMELZER  
Staff Reporter

"Years from now when intelligent insects analyze the remains of humans, the only things they will find undigested will be maraschino cherries and the filling from Hostess Twinkies. And like us, they will wonder what they're made of." This bit of insight from science teacher Robert Sylak was said in jest, yet the legend of the Twinkie shall live long into the future.

Twinkies are now more prevalent in pleasant dreams than any cliched sugarplum fairy ever was. As senior Jeff Resnick observed, "The Twinkie product is revolutionizing the packaged cake industry." And has been for almost sixty years. The first batch was whipped up in Chicago by James Dewar, who noticed that shortcake didn't sell very well during the strawberry off-season. He thought that by adding a bit of creamed filling to the cake, bakers could sell it year round. Since his invention, Dewar ate three Twinkies a day, and was once quoted as saying "Twinkies was about the best darned-tootun' idea I ever had." It may not have anything to do with his inven-

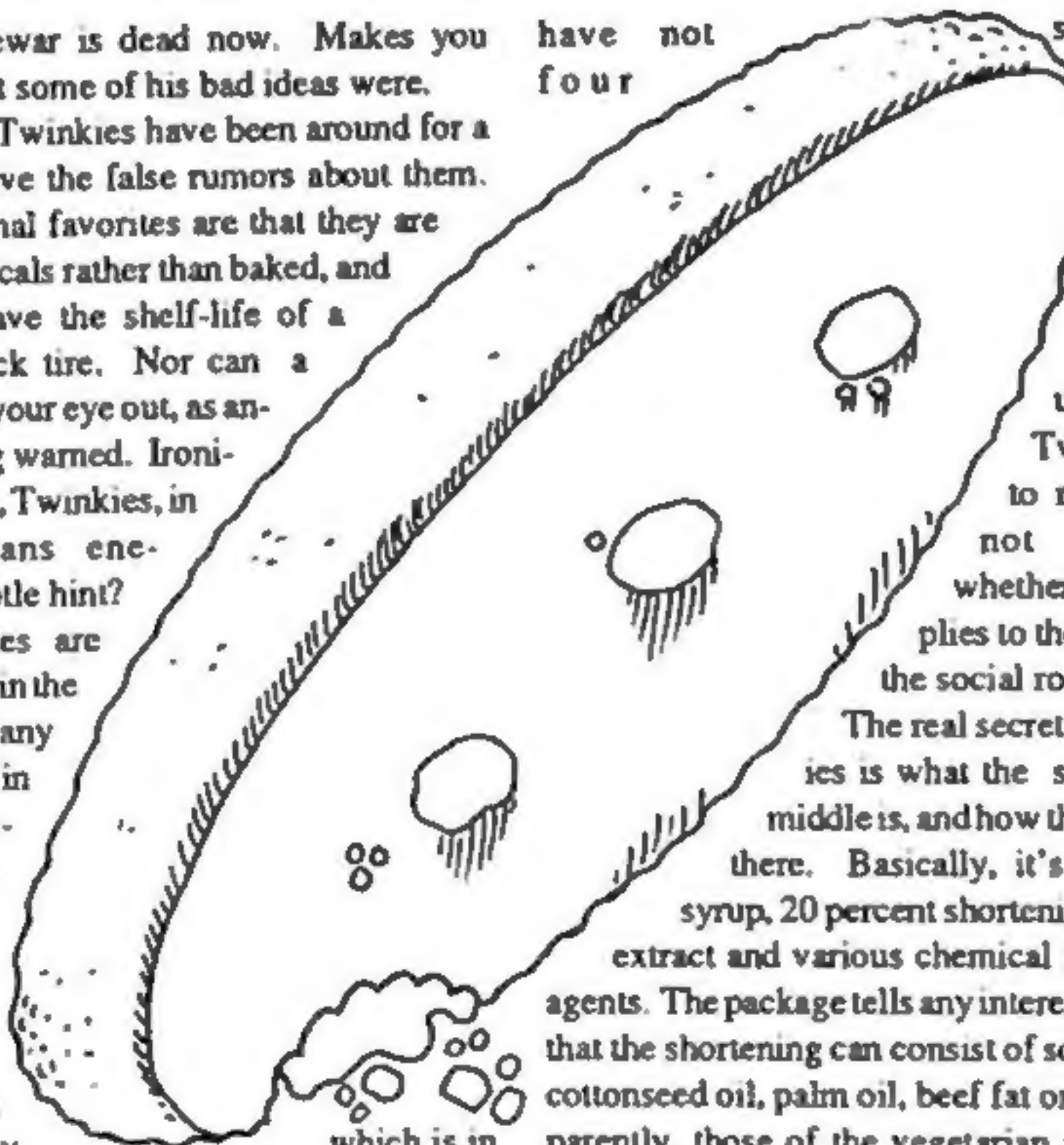
tion, but Dewar is dead now. Makes you wonder what some of his bad ideas were.

Just as Twinkies have been around for a while, so have the false rumors about them. Some personal favorites are that they are set in chemicals rather than baked, and that they have the shelf-life of a monster truck tire. Nor can a twinkie put your eye out, as another saying warned. Ironically though, Twinkies, in Latin, means enemies—a subtle hint?

Twinkies are baked much in the manner of any other cake, in 190 foot ovens operating 24 hours a day. The Continental Baking Company, which is in charge of the operation, delivers only a few days' supply to local markets at a time. If they

have not

four



which is in charge of the operation, delivers only a few days' supply to local markets at a time. If they

sold within days, they are taken to that place where all unwanted Twinkies go to rest. It is not certain whether this applies to those sold in the social room.

The real secret to Twinkies is what the stuff in the middle is, and how they get it in there. Basically, it's half corn syrup, 20 percent shortening, vanilla extract and various chemical freshening agents. The package tells any interested reader that the shortening can consist of soybean oil, cottonseed oil, palm oil, beef fat or lard. Apparently, those of the vegetarian persuasion ought to avoid Twinkies as well as Oreo cookies. The filling in those is almost exactly iden-

tical to that of the twinkie, only in different proportions.

Ignoring the contents of the Twinkie filling, take a moment to imagine the process of injecting it into the cake. No, it is not just "born there" as Hostess executives would have us think. It certainly seems a waste of a perfectly pleasant afternoon to sit around shooting a piece of sponge cake with a hypodermic needle full of flavored lard, but due to the fact that the public relations person at Hostess made no effort to return my calls on the topic, one can only assume that this is what goes on. She was probably busy hiding in a closet grubbing on Little Debbie Oatmeal Pies. Most people don't want to know what goes in the center of those, either.

In any event, everything from the Twinkie cowboy mascot to the stuff in the middle has become part of the Great American Way of Life. So whether you reach for one solely because it's a quick and easy sugar high, or because it actually tastes good, senior James Gradin speaks for most Twinkie consumers everywhere when he said,

"I never met a Twinkie I didn't like."

SHAKERITE ARTWORK BY OLIVER DALZELL

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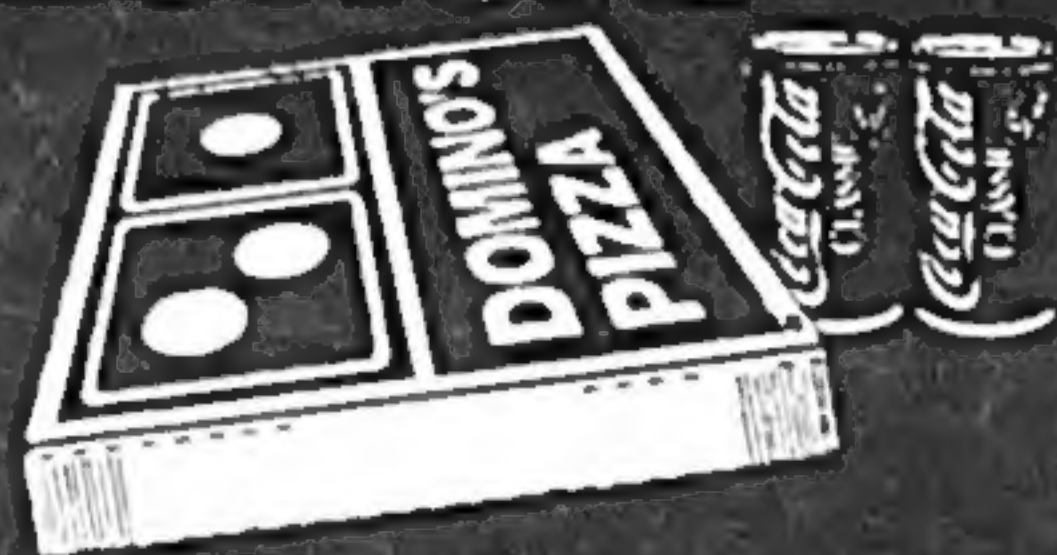
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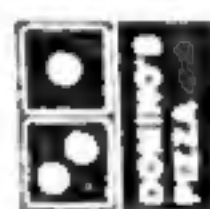


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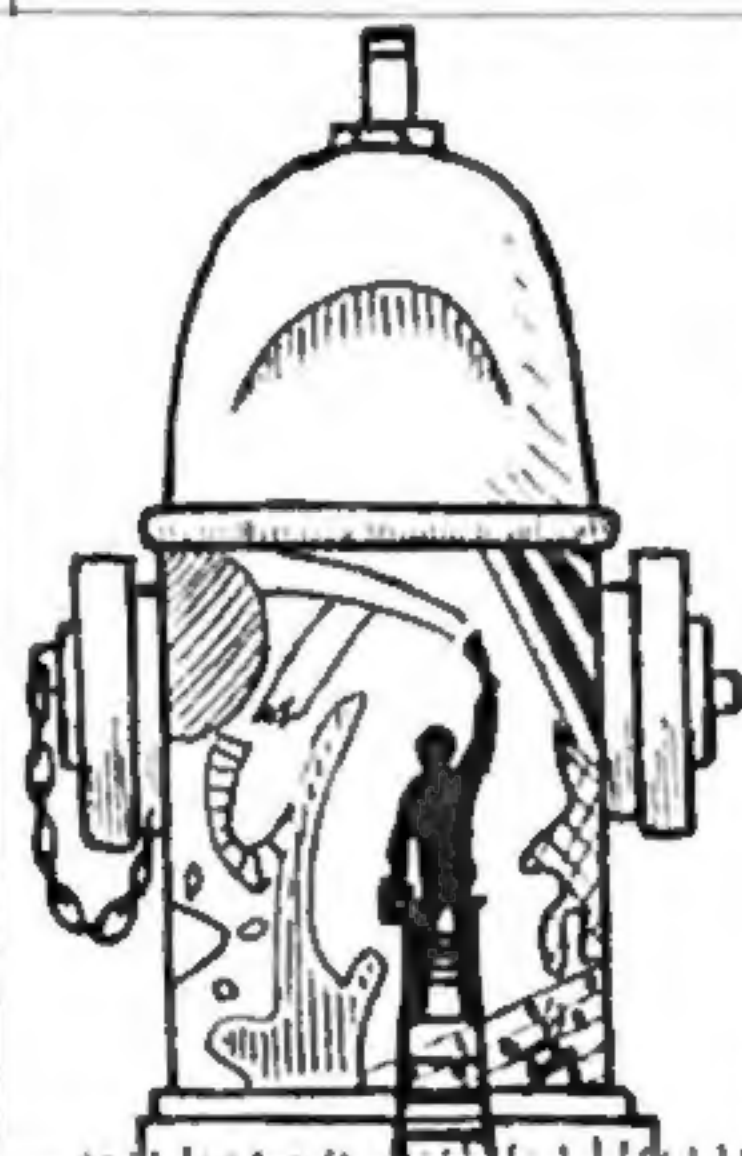
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## Teacher quiz answers.....

Okay, here it is folks, the long awaited list. Now everyone will know what exactly it is that makes our teachers so unusual, or at least that's what they call it...

1. Shared champagne with a member of Gorbachev's cabinet...Christie Bott
2. Served a chocolate soda to singer Kate Smith ... Rosemary Merchant
3. Sings with a professional gospel choir ... Margie Boles
4. Met Caroline Kennedy on the tennis courts of Scarsdale, NY ... Christie Russo



5. Shared a cherry soup breakfast at a Budapest Hotel with a Pennsylvania teacher (now a Benedictine monk) who once walked Dustin Hoffman's dog ... Ken Pateman
6. Spent their first year of teaching in the American school in Mexico ... Jenny Russell
7. Climbed the Matterhorn ... Baird Wiehe
8. Taught former

Cavaliers star Nate Thurmond in a Driver's Ed class at Bowling Green University ... Jerry Masteller

9. Went to school with Ted Koppel ... Sally Schwartz
10. Worked his way through college by painting fire hydrants ... Craig Maxwell
11. Has visited Antarctica ... Nancy Pickus
12. Was a failure as a race car driver ... Kris Anderson
13. Was a Broadway actress ... Mary Lynne McGovern
14. Appeared on the TV game show "Password" ... Mary Ellen Leuty
15. Was a consultant for the Ministry of Education in
16. Pitched a perfect game in baseball ... Al Bellin
17. Rowed half a mile on a river which is 300 feet underground ... Betty Tucker
18. Has a patent for an invention ... John Schutter
19. Went to college with Meryl Streep ... Sue MacDonald
20. Was a licensed barber from 1968 to 1975 ... Dave Dugovics
21. Is related to Grover Cleveland and Robert E. Lee ... Bob Johnson
22. Still holds the state record for the mile run ... Dennis Hogue
23. Is an avid spelunker (again, for those of you not up to date with your vocabulary, it is a cave dweller) ... Rod MacLeod
24. Worked his way through college cleaning restrooms in a downtown office building ... Mike Nash
25. Is a relative of Proctor of Proctor and Gamble ... Sharon Sankovich
26. Has met Gerald Ford, Dick Celeste, John Glenn and climbed Mt. Sinai four times ... Terry Pollack
27. Has been aboard Air Force Two ... Jane Elbrecht
28. Ran for (and won) a seat on a municipal charter commission ... Lynda Mayer
29. Has assisted in human autopsies ... Ken Norris



30. Collects shopping bags ... Jim Hoffman
31. Had coffee at the top of the highest Alp in Europe ... Jack Rumbaugh
32. Wrote an operetta at the age of ten ... Paula Wright
33. Has met TV journalist Charles Kuralt ... Julie Worley
34. Was struck out by Sandy Koufax in a college baseball game ... Jerry Graham
35. Does a pickle show ... Rob Sylak
36. Has commuted almost 20,000 miles between his house and Shaker ... Bill Trost
37. Skied with Billy Kidd ... Karen Kipp
38. Has hitchhiked on three different continents ... Fred Welty
39. Is a licensed pilot ... Al Siebert
40. Gave tennis lessons to former local newscaster Doug Adair ... Al Slawson
41. Has climbed Yosemite Mountain ... Alice Kutil
42. Played the Wurlitzer organ at Disneyland at the age of 12 ... MaryAnn Janosik
43. Led physical training drills as an army sergeant ... John Vargo
44. Has hiked the foothills of the Himalayas ... Dana Noble
45. Worked with movie critic Roger Ebert on a college newspaper ... Norma Guice
46. Has made several singing commercials for radio and TV ... Carol Van Valkenburg
47. Was an extra in a movie filmed in Florence, Italy ... George Harley
48. ... from California ... Sharon Edwards
49. Was attending Muskingum College when home town boy, John Glenn, orbited the earth ... Deanne Blackburn
50. Is a certified ski instructor ... Kristi Bergren
51. Has worked as a mechanic for farm tractors ... Frank Warnement

52. Played in the Tangerine Bowl ... Dick Vlah
53. Was the associate producer of a nationally televised show called "The Soap Factory" ... Janice Matteuci
54. Attended 17 schools before graduating from high school ... Phyllis Harper
55. Is an amateur magician ... Walter Boswell
56. Has performed at Carnegie Hall and Lincoln Center ... Beth Illes Johnson
57. Plays the bass guitar ... Hubert McIntyre
58. Studied and practiced judo ... Margie Eisenberg

59. Captained a state championship track team while in high school ... Henry Woodard

—INFORMATION COMPILED BY JERRY GRAHAM—  
SHAKERITE ARTWORK BY OLIVER DALZELL

## the SHAKERITE

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